CONNECT



Student's Book
Term 1

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Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformational journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Reda Hegazy

Minister of Education and Technical Education

Contents

Scope and sequence

Theme 1 I discover myself

Unit	Vocabulary	Language	Skills
1 **We plant our food**	*bananas, beans, cakes, candy, carrots, chocolate, coconuts, eggs, grapes, lemons, limes, mangoes, milk, onions, pineapples, rice, chickpeas, ingredients, legumes, seeds, rows, harvest, energy, producers, consumers, decomposers, primary, secondary, tertiary, castle, giant, grabbed, chopped, cage*	*Hello, what would you like? I'd like some carrots, please. Are there any beans? Yes, there are/No, there aren't.* Making suggestions: *How about buying some coconuts?* Countable and uncountable foods with *a, an, some,* and *any*	**Reading:** Text about the production of chickpeas from the farm to the dinner table Text about a food chain Food diaries A fairy tale: *Jack and the Beanstalk* Reading a recipe for *basbousa* **Listening:** dialog between two friends about healthy and unhealthy food, and food preferences Dialog at the market **Speaking** Roleplaying a dialog between customers and market sellers, discussion about food production, discussion about personal diet and how to make sensible food choices **Writing:** Write a recipe for a healthy meal giving ingredients and instructions **Project**: Making a poster about the production and use of a locally-produced fruit, vegetable, or legume
2 **I want to be healthy!**	Activities: *football, handball,* *karate, kung fu, sailing, swimming, squash, tennis, tennis ball* Places and equipment: *football, football boots, football pitch, karate suit, tennis court, swimming pool, squash rackets, swimming goggles* *toxic, air fresheners, emissions, acid, shade, greenhouses, nightmare*	*What are you good/ great/bad at?* *I'm good at playing football, but I'm bad at sailing. What about you?* *I'm good at playing football because I can run fast.* Review of comparatives (i.e., *worse than, better than*) superlatives	**Reading**: Text about environmental issues A sports biography about Hedaya Malak **Listening:** about sports results/sports equipment/sports news **Speaking:** Discussing sports and leisure preferences, saying what I'm good or bad at, discussion about what we can do to protect the air, sea, and trees **Writing:** Solutions for the protection of the air, seas, and trees. A sports biography of a famous Egyptian sportsperson **Project :** Research and give a presentation about how to help my local environment by offering solutions to current issues
3 **How do I look?**	*T-shirt, sunglasses, swimming shorts, scarf, sweater, sneakers, necklace, pajamas, spotted, stripes, robe, pockets, sleeves, pearl, man-made* *mountain, glacier, river, flood, rainforest, desert, waterfalls, fossils, erosion, sand dunes, fertile, river banks, canal, sculptures*	Infinitive of purpose i.e., *I wore a galabeya to stay cool, She went to town to buy a sweater.* Past simple i.e., *I went to my bedroom to go to sleep, Tarek went to the market to buy some oranges.*	**Reading:** Text about the natural features of the Nile Delta, the Nile Valley, and the Fayoum Depression Text about how different natural features are formed through wind and soil erosion Text about traditional clothes and those for special festivals. A fairy tale: *The Elves and the Shoemaker* Blog about different school uniforms Text about traditional clothes worn in Mexico **Listening:** Packing for a holiday to AL Fayoum Listening and identifying clothes from a description **Speaking:** Discussing traditional clothes, talking about favorite clothes, and those for special festivals **Writing:** A description of your favorite clothes using a range of adjectives about opinion, size, age, color, and material **Project:** Research traditional clothes from a chosen country and write a leaflet

Phonics	Life skills	Values	Issues and challenges	Integrated cross-cultural topics
Identify and pronounce initial, medial, and final phonemes in spoken single- syllable words e.g., cake, lime, bean, grape, egg, milk, rice, candy. Identify spelling correspondences for additional common vowels, e.g., cake, rain, gray.	**Self-expression/ independence** Choose a recipe to write about Understanding and putting a process in order (chickpeas from farm to table) **Decision making:** Deciding which meals are healthy and living a healthy life	**Showing respect for others:** Respecting differences and respecting people who help us by asking for things politely Giving constructive feedback to peers	**Making sensible food choices** How to live a healthier life	**Science:** Food chain Review of where our food comes from **Math:** Decimal fractions **Project:** Making a poster about the production and use of a locally produced fruit, vegetable, or legume
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Distinguish between short and long vowel sounds. Identify the number of syllables in two-syllable words.	**Critical thinking:** Possible solutions about how to make local environments less polluted and more pleasant		**Environmental responsibility** What can we do to make our environment a better place to live?	**Social studies:** Solutions to improve the local environment **Math:** Add and subtract decimals to thousandths; solve problems **Project:** Ideas to make local cities and communities less polluted and more pleasant
Distinguish rules for simple past tense (i.e.,/d/, /t/, and / ɪd/.)	**Respect for diversity:** Understanding how other people dress and their unique identity	**Mercy** Talking about why people help others Appreciating differences	**Non-discrimination** Traditional clothing from around the world	**Science:** How different natural features are formed through wind and soil erosion **Social studies and Geography:** The natural features of different regions in Egypt (Nile Delta, Nile Valley, Fayoum Depression) **Math:** Multiply multi-digit numbers **Culture:** Traditional clothes from Mexico **Project:** Research traditional clothes from a chosen country and write a leaflet

Theme 2 Myself and others

Unit	Vocabulary	Language	Skills
4 **Looking after our world**	*forest, island, lake, mountain, coral reefs, river, waterfall, rare, reign, sunsets, tombs, messy, weeds community, glad, hiking, eco-lodges, suitable, atmosphere, normal, livestock farming, greenhouse effect, blanket, dive, environment, hotels, wildlife, pollution, surprise*	Past Continuous i.e., *We were walking in one of the Nubian villages this morning. What were you doing at (8am) yesterday ? I was going to school.*	**Reading:** Text about the causes and results of climate change. Text about the greenhouse effect Text about a community garden Text about an eco-resort in Taba **Listening:** My visit to Elephantine Island The positive and negative things about tourism **Speaking:** Discussing and identifying villages, cities, and towns in Egypt, and personal preferences Talking about what you were doing at specific times in the past Talking about the positive and negative aspects of eco-tourism Talking about the benefits of taking part in a community garden project **Writing:** Research and write a flyer about eco-tourism **Project:** Researching and creating a flyer about an eco-destination Working collaboratively
5 **Jobs we do**	*crab, fish, insect, rocks, sand, seaweed, sunlight, tree, water dentist, teacher, vet, biologist, journalist, receptionist, pianist, scientist, scribe, craftsman, grains, doctor, trader, ecosystem, living, non-living, rockpool, souvenirs, skillful, hieroglyphs, dolphins, monkeys, coast, endangered, jackals, spices, reeds, welcoming, archaeologist, move, buzzing, relaxing, fence, carry on*	Present Simple third person singular endings i.e., *She catches a bus, He flies a plane, It eats fruit.* *Must* for things that we have to do, and *mustn't* for things we are not allowed to do i.e., *I must do my homework, I mustn't walk on the grass.*	**Reading:** Text about why ecosystems are important Texts about different jobs in tourism A fable: *The Ant and the Grasshopper* Text about working in a team **Listening:** Jobs in Ancient Egypt Why are ecosystems important? My trip to Nubia with a tour guide **Speaking:** Discussing different jobs Completing a survey about favorite jobs **Writing:** Write short description of three jobs Write about some facts and other information for tourists in Nubia Pros and cons of certain jobs – a job you want and a job you don't want **Project:** A poster about teamwork
6 **What's the weather like?**	*cloud, ice, rain, rainbow, snow, sun, wind, cloudy, sunny, windy, rainy, heat wave, sandstorm, strong winds/storm, tidal wave, shade, cry, knocked, nearby, nature, fruit, leather, silver, milk, copper, nuts, eggs, tin cans, wood, cotton, natural resources, mineral resources, fossil fuels, renew, lead, zinc, economies*	Frequency adverbs i.e., *always, sometimes, usually, often, never.* *How often do you...?* *I often sit out on our balcony on hot nights.* *I'm always in bed by 11pm.*	**Reading:** Text about the weather in Egypt Text about a heat wave Texts about extreme weather events **Listening:** Weather in different Egyptian cities What are natural resources? **Speaking:** Discussion about favorite weather and season Discussion about what to do in a heat wave Talking about daily usage of natural resources **Writing:** Writing a list of ideas to help save water resources Writing an account of an extreme weather event Writing tips about keeping safe in extreme weather **Project:** Make a leaflet about keeping safe in extreme weather

Phonics	Life skills	Values	Issues and challenges	Integrated cross-cultural topics
Recognize and pronounce three consonant clusters in initial position i.e., *scr-*, *str-*, and *thr-* Recognize and read grade-appropriate regularly spelled words	**Critical thinking:** Identifying cause and result in the natural world Identifying benefits of helping in your community	**Tolerance** Helping people at the community	**Citizenship** Helping my community	**Science:** Greenhouse gases and climate change **Social sciences:** Helping my community **Math:** Number sequences **Project:** Researching and creating a flyer about an eco-destination Working collaboratively
Read and correctly pronounce diphthongs / aʊ/, /aɪ/, and /ɔɪ/ The suffix *-ist* for jobs i.e., dentist, biologist	**Problem solving:** What we need to survive **Collaboration:** Make a poster about teamwork and how to work effectively in a team How to work out a solution when you disagree with someone	**Independence** What you can do now to help you in the future.	**Globalization** How tourism helps our community	**Science:** Different kinds of ecosystems, living and non-living things **Math:** Pie charts **Project:** A poster about teamwork
Differentiating between /p/ and /b/ i.e., *bull* and *pull*, *bear* and *pear* Identifying silent letters i.e., *clim**b***, *t**w**o*, ***h**our*, *i**s**land*, ***k**nife*, ***w**rite*	**Accountability** Behaving responsibly in emergencies	**Independence** Looking after our world How can we save water?	**Sustainable development** Balancing natural resources and economic developments	**Science:** Natural resources and their importance for the economy **Math:** Units of measurement **Project:** A leaflet about keeping safe in extreme weather

LET'S REMEMBER

LESSON 1 VOCABULARY



Unjumble the letters to make words

1. lcel ehopn ______________
2. emtor ______________
3. lpouoinlt ______________
4. aspsdowr ______________
5. tbao ______________
6. atxi ______________
7. odruhtg ______________
8. mart ______________
9. od eracrshe ______________
10. artfcif ______________
11. lfodo ______________
12. etxt smeagse ______________



Complete the table with the words in Exercise 1. Then listen, check, and say the words

Social media	Transportation	Environment

3 Now complete the crossword with the words in Exercise 1

Down

1 When there isn't enough water.

2 When there's too much water.

3 The special code you need to access your computer.

4 Lots of cars on the road.

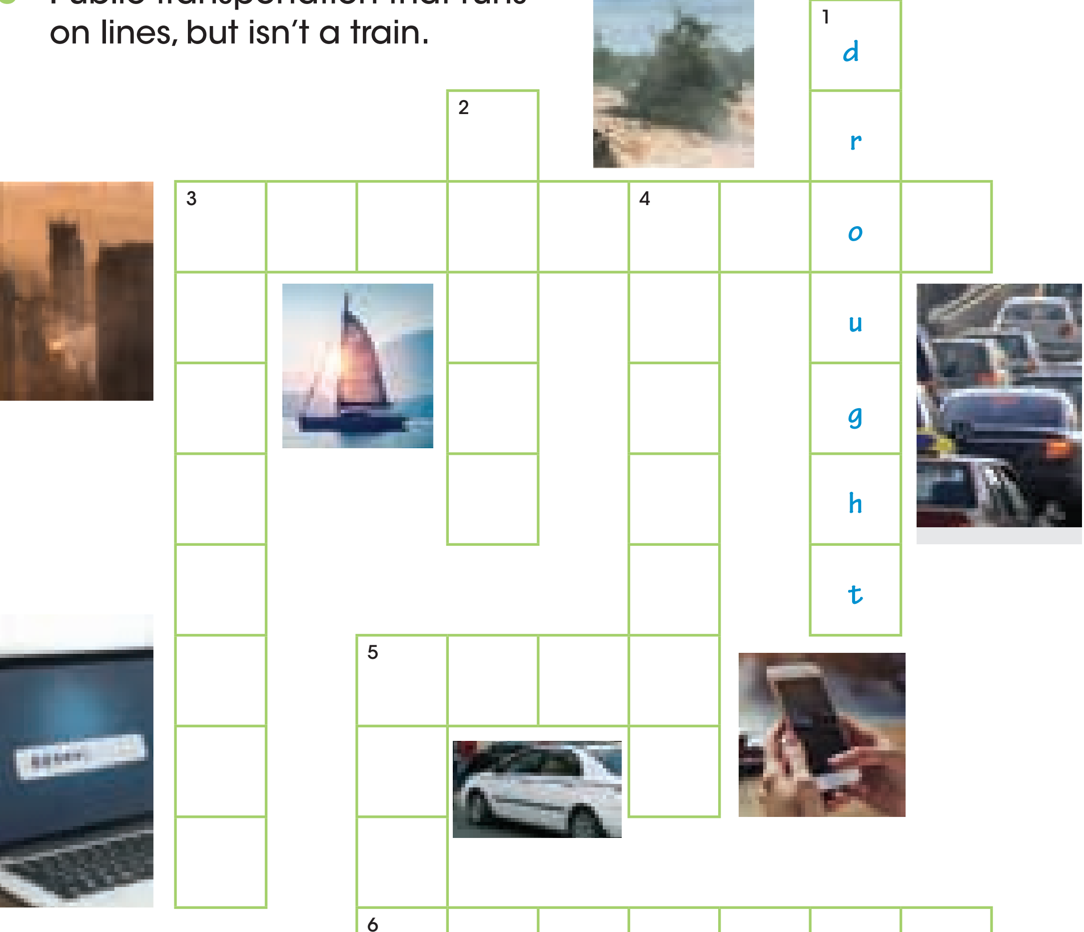
5 Public transportation that runs on lines, but isn't a train.

Across

3 When there are a lot of harmful chemicals in the air.

5 A car you can ride in the street, which someone else drives.

6 A small note you write to someone on your cell phone.



4 Write three sentences about your favorite transportation. Talk about why you like it. Is it good or bad for the environment?

5 Write the past simple tense for the verbs below. Then check the irregular verbs

1 is	was	✓	2 play	________	☐
3 swim	________	☐	4 see	________	☐
5 walk	________	☐	6 study	________	☐
7 have	________	☐	8 help	________	☐
9 do	________	☐	10 go	________	☐

6 Complete the text with the past simple verbs from Exercise 5

Maged and Lama are brother and sister. They 1 ____________ a nice weekend. They 2 ____________ football together in the park on Friday morning. Then Lama 3 ____________ her mom to clean the house. And Maged 4 ____________ with his dad to the supermarket. On Friday evening, Lama went to the cinema with her friend's family and they 5 ____________ a movie. It 6 ____________ very good. Maged 7 ____________ to the beach along the coast path and 8 ____________ in the sea with his dad.

The following day, they went to the zoo together. They saw lots of interesting animals. In the evening Maged 9 ____________ for a test and Lama 10 ____________ her homework. It was a lovely weekend!

7 Work with a partner. Answer the questions

1 Did Maged and Lama like their weekend? Why / Why not?

2 Who helped mom?

3 Who went swimming with dad?

4 Who went to the zoo?

8 Circle the correct verb in the sentences

1 You **should / can** get to the train station by 10 am to catch the train.

2 We **must / can't** plant more trees to get fresher air.

3 Wael **should / shouldn't** give his password to his friends.

4 Dina **can / needs** to buy another pen to do her homework.

5 Dalia **should / can't** put on her seat belt.

6 You **mustn't / need** to look right and left before you cross the road.

9 You are buying a tablet with your parents. Complete the table with the pros and cons from the box, then add two ideas of your own

small and light   can't write Word files   can read books on it
the camera isn't very good   it looks cool   small screen

Buying a tablet

Pros	Cons

10 Complete the phrases for writing about pros and cons with words in the box

also   general /conclusion   opinion   other   think   this

1 Many people ______________ ...
2 They ______________ say ...
3 As well as ______________, ...
4 But, on the ______________ hand ...
5 In ______________, ...
6 My ______________ is ...



11 Write a paragraph using the phrases in Exercises 9 and 10

Many people think ____

____________________. **They also say** ____________________________________

____.

But, on the other hand, ____

____.

My opinion is, ____.

In general, ____.


UNIT
1
We plant our food



In this unit I will ...

- listen, read, research, and write about different types of food.
- understand food chains.
- listen to a conversation about favorite food.
- practice making suggestions with *how about*.
- read a fairy tale.
- practice saying vowel sounds.
- understand decimal fractions.
- write a recipe.
- research and make a poster about fruit and vegetables that grow in Egypt.



Look, discuss, and share

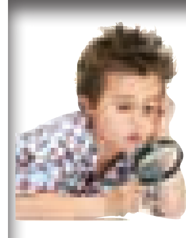
Do you often go to the market?

What do you buy?



Did you know?

Pineapples don't grow on trees! They grow on the ground.



Find out

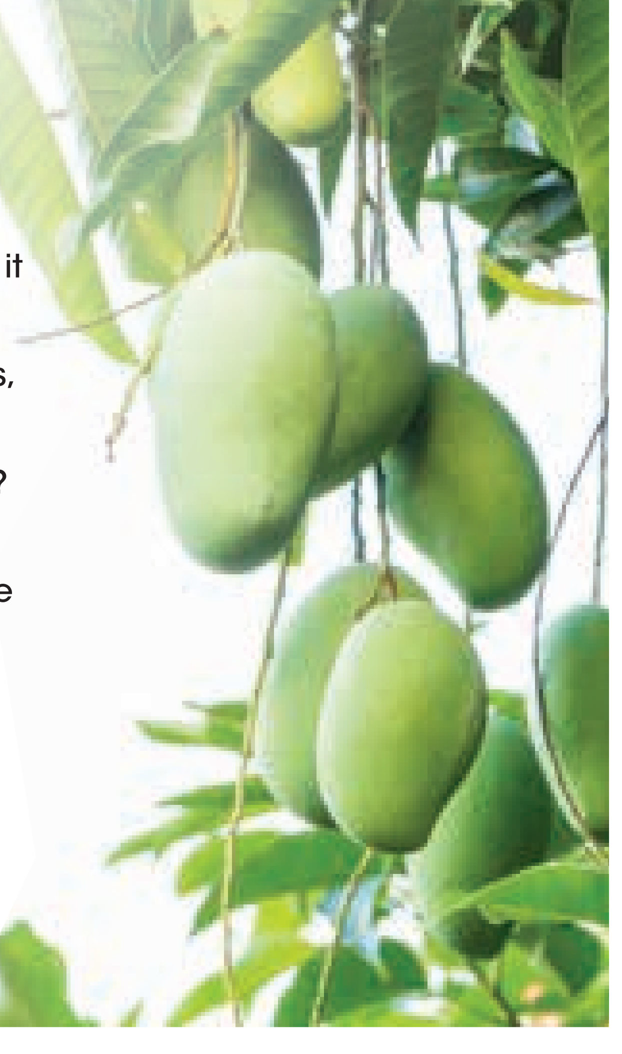
Think of a fruit you know, like apples or strawberries. Do they grow on trees, **bushes**, or **veins**? Think and share your answers with your partner.



LESSON 1 FOOD AND DRINK



1 Listen and read. Does Farida think chocolate is healthy?



Dina: What's your favorite food, Farida?

Farida: That's easy! It's chocolate.

Dina: Mmm … I love chocolate too. But it isn't healthy, is it?

Farida: I think it's OK to eat a little. But yes, it is unhealthy if you eat a lot.

Dina: What's your favorite healthy food?

Farida: Oh, I like chicken and I like fish. But my favorite is mango. We have a mango tree in the garden.

Dina: I love mango too. We don't have a mango tree. We have a lime tree and a lemon tree.

Farida: My uncle grows onions and potatoes. He has chickens too. He collects fresh eggs every day. Sometimes he sells them at the market.



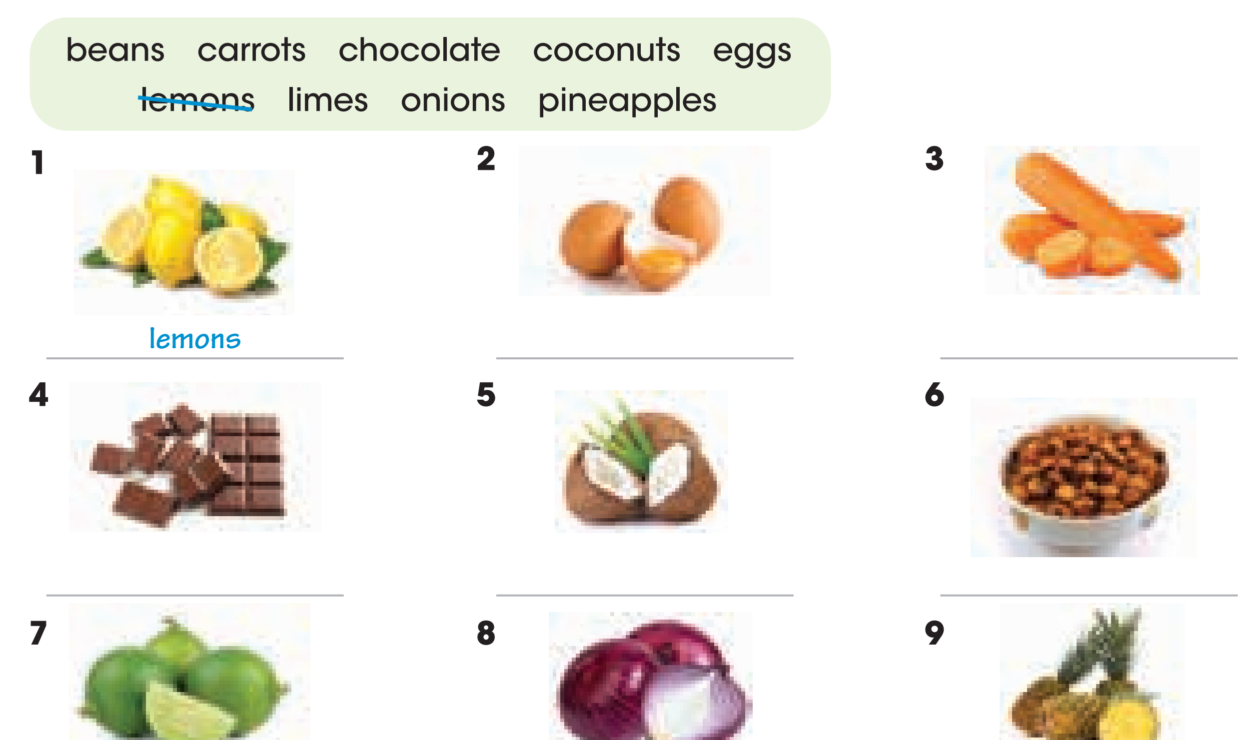
2 Listen again and answer *T* (True) or *F* (False). Correct the false sentences

1 Farida's favorite food is chocolate. T
2 Dina doesn't like chocolate.
3 Farida's favorite healthy food is fish.
4 Farida has a mango tree in her garden.
5 Dina has a mango tree in her garden.
6 Farida's uncle buys eggs at the market.



3 Look and write

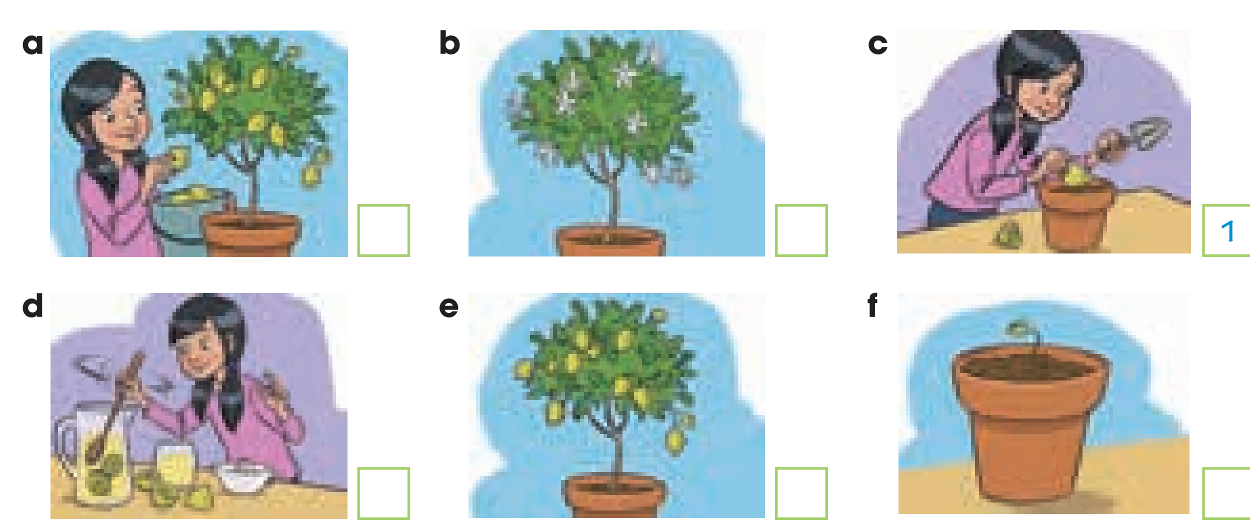
beans carrots chocolate coconuts eggs
~~lemons~~ limes onions pineapples





4 Listen, check, and say

5 Look and put the pictures in the correct order





6 Do you grow fruit at home? Say

We grow mangoes in our garden!



LESSON 2 CLIL SCIENCE





1 Look and read

From farm to fork

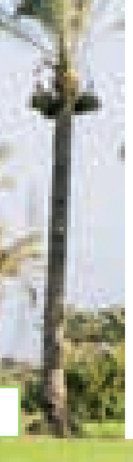


Ashraf grows **chickpeas**. Chickpeas are an important **ingredient** in many recipes such as *koshari* and *hummus*. Chickpeas aren't a fruit or a vegetable. They belong to a group of foods called **legumes**. Other legumes are lentils and peanuts. Chickpeas are a healthy food. They can help to keep your **digestive system** working properly.

The chickpeas that you eat are the **seeds** of the chickpea plant. This is how you grow chickpeas and make them into delicious meals.

Now put the pictures (a–f) in the correct order (1–6)

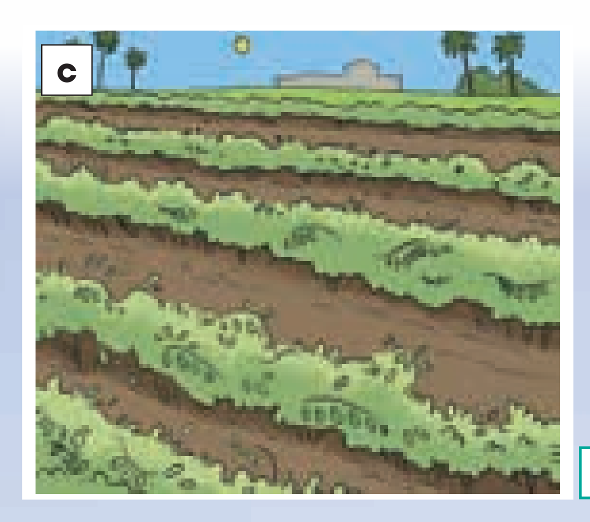






Put the seeds into bags and take them to the market.

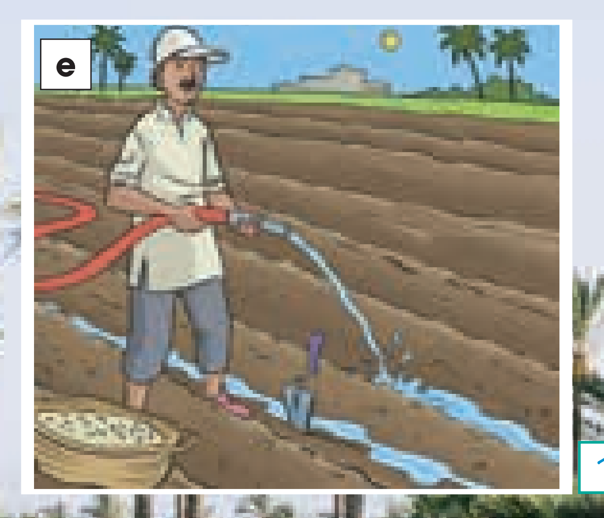
Marwa puts the chickpeas in *koshari* and enjoys it with her family.



Check the chickpea plants. They should look green and healthy.



Marwa buys some chickpeas and other **ingredients** at the market to make a delicious meal.



1

Plant chickpeas in **rows**. Water them regularly.



After a while, the chickpeas will turn brown. This is when you **harvest** them and collect the seeds.

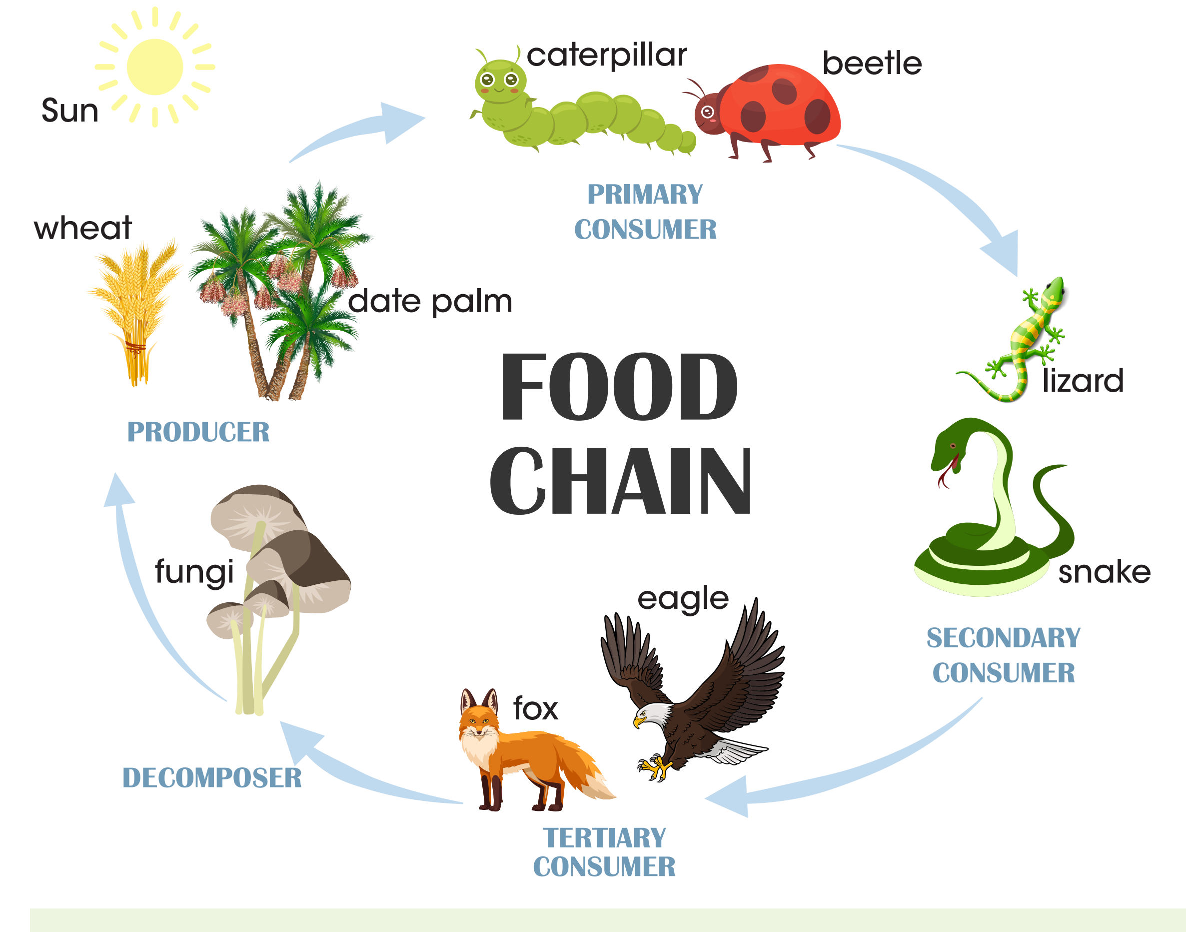
2 Think of a fruit, vegetable, or legume that grows locally. What do you use it for?

We grow *molokhia* in our garden. We make it into soup.





3 Look and read. What are consumers? What are producers?



The sun provides **energy** for plants to grow.

Plants and trees are called **producers**.

Animals are called **consumers**.

Primary consumers eat plants.

Secondary consumers eat small animals and insects.

Tertiary consumers eat larger animals.

Decomposers give nutrients back to the **ecosystem**



4 Listen and circle the correct words

This is called a 'food **1 triangle / chain**'. It shows how plants and animals get their **2 energy / water**. At the start of the chain, we can see **3 consumers / plants**. These are called **4 producers / consumers**. They get energy from the **5 ground / sun**. Animals do not get their energy from the sun. **6 Plants / Animals** eat plants or other animals for energy.





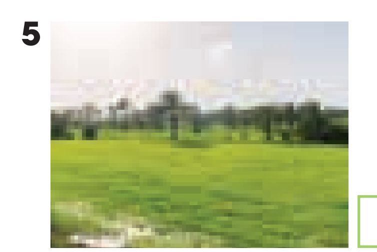
5 Look and write *P* (producer) or *C* (consumer)

1  P

2  ☐

3  ☐

4  ☐

5  ☐

6  ☐

6 Complete the food chain. Use the words in the box to help you

caterpillar grass sun
secondary lizard tertiary

PRIMARY CONSUMER



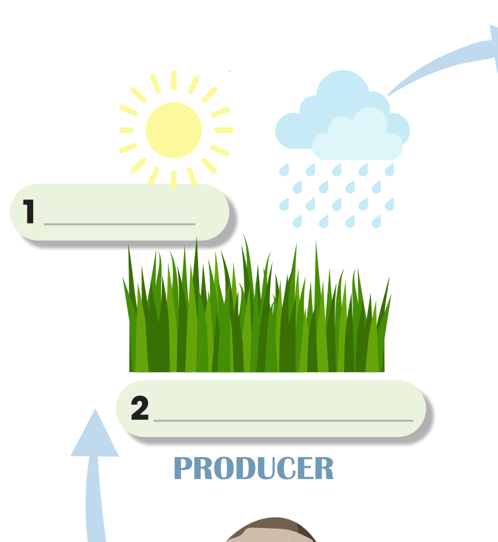
3 ____________

4 ____________

CONSUMER



5 ____________

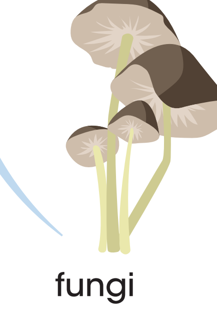


1 ____________

2 ____________

PRODUCER

FOOD CHAIN



DECOMPOSER



6 ____________

CONSUMER


UNIT 1

LESSON 3 MY SHOPPING LIST


1 Think about some of the food your family buys every week. Make a list

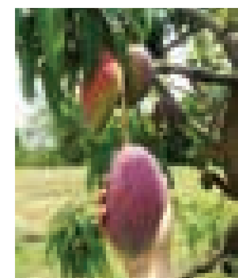

2 Compare your list with a partner. What is the same? What is different?


3 Listen and write the names

Amal Nada Ibrahim Ashraf

1  ______

2  ______

3  ______

4  ______

4 Listen again. Complete the sentences with the words in the box

chocolate koshari mahalabia mango onions pineapple ~~tomatoes~~

1 Ibrahim and his mom buy tomatoes and a ______.
2 Nada doesn't have a ______ tree in her garden.
3 Nada wants ______ for dessert.
4 Ashraf and his mom need to buy bread, rice, and ______.
5 Ashraf wants ______ for lunch.
6 ______ is not on Amal's mom's list.





Look and read

1

Hello, what would you like?

I would like some carrots, please.

2

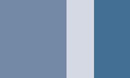


3



4





Language focus





We use ***a*** with singular countable nouns that begin with a consonant.

I would like **a banana**, please.

We use ***an*** with singular countable nouns that begin with a vowel.

I would like **an orange**, please.

We use ***some*** with plural countable nouns and uncountable nouns.

I would like **some apples**, please. I would like **some rice**, please.

We use ***any*** with plural countable nouns and uncountable nouns in questions and negative sentences.

Are there **any tomatoes**? We haven't got **any grapes**.





6 Look and circle the correct words

1 Are there any **tomato / tomatoes**?
2 I would like **some / any** eggs, please.
3 Please, can I have **a / an** apple?
4 I would like **a / an** pineapple and **a / an** orange.
5 Do you have **a / any** carrots, please?
6 How about **buy / buying** an apple, Mom?
7 How about buying some **grapes / grape**?



7 Work with a partner. Write and say

Student A, you are a market seller. Write down all the fruit and vegetables that you sell.

Student B, you are a customer. Write down all the fruit and vegetables that you want to buy.

Act out a dialog.









8 Listen and check (✓) the things Jana and her mom have



9 Look again at the foods in Exercise 8. Are they healthy or unhealthy? Think and compare with a partner

10 Read the food diaries. Order them from *1* (healthiest) to *3* (unhealthiest)

a
Breakfast: *ful medames* and bread, boiled egg, fresh juice
Lunch: *koshari*, salad, an orange
Dinner: yogurt, fruit salad

b
Breakfast: 2 fried eggs, french fries, cheese
Lunch: burger and french fries
Dinner: pizza

c
Breakfast: cheese and bread, cucumber, jam
Lunch: chicken, french fries, rice
Dinner: yogurt and honey, cake



11 Work with a partner. Is your diet healthy or unhealthy? Discuss. Think about these questions

1 Why is it important to eat healthy food?
2 What happens to your body if you eat unhealthy food?
3 How often do you eat healthy/unhealthy food?
4 How do you make sensible food choices? Write four sentences.

Tip! Make sure you eat a balanced diet so your body gets the nutrients it needs.

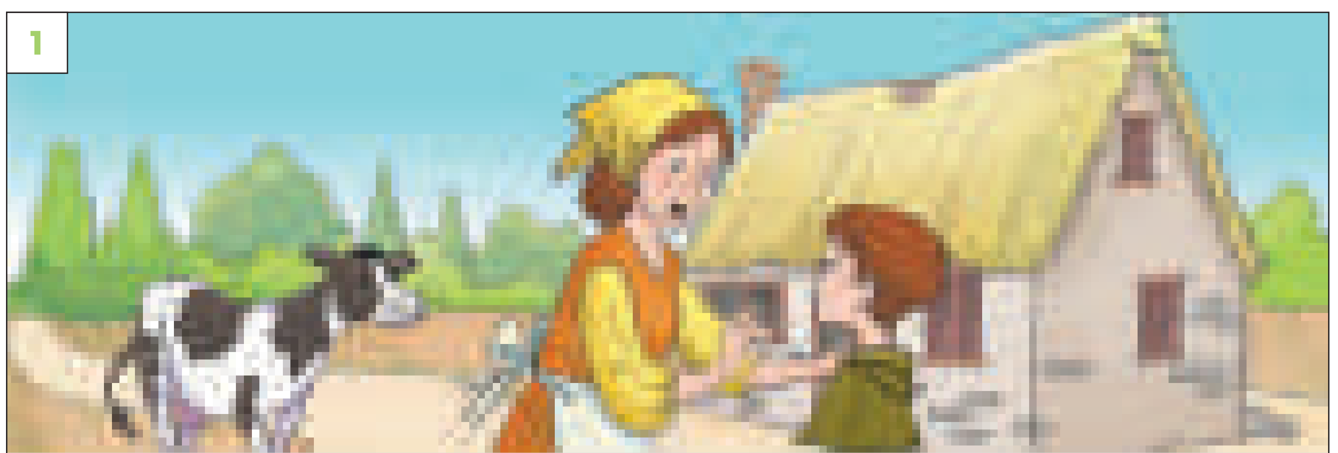


LESSON 4 JACK AND THE BEANSTALK



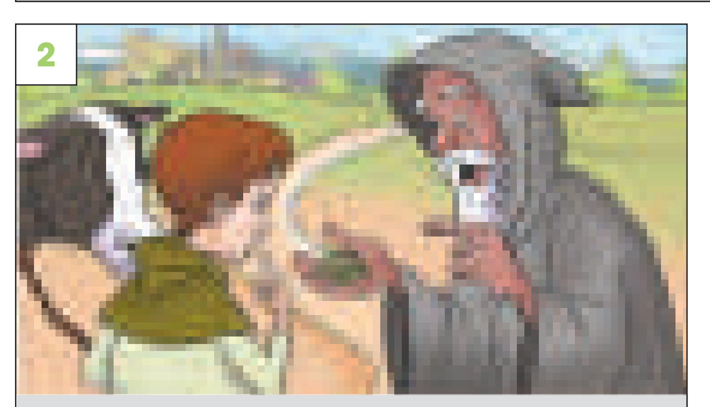
Listen and read. What did Jack get for his cow?

1



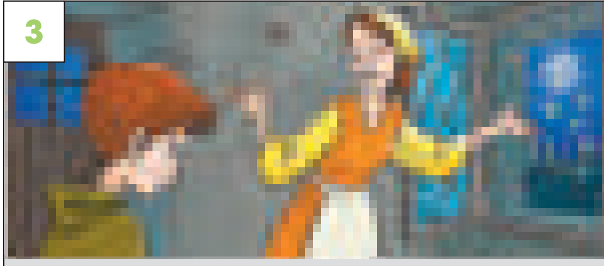
Jack and his mother were very poor. "Go to the market and sell our last cow," said Jack's mother. "Please get a good price, Jack!"

2



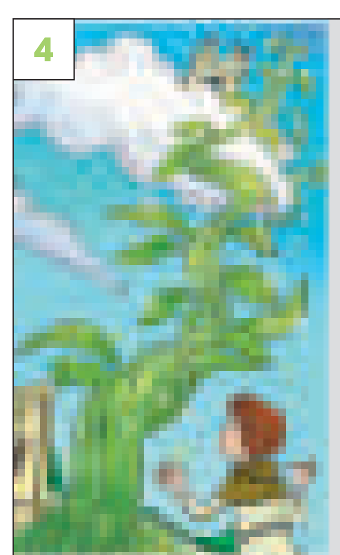
On the way to the market, Jack met an old man. "I have these special beans. Do you want to buy them? They will make you rich!" said the man.

3



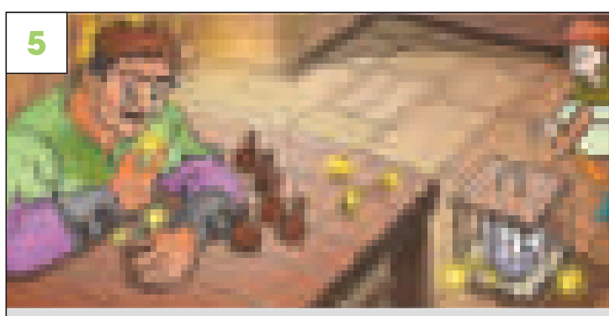
Jack bought the beans. But his mother was very angry. "We need food, Jack, not beans!" She threw them out of the window. "Sorry , Mom," said Jack. "I thought they would help us." Jack went to bed. He was sad and very hungry.

4



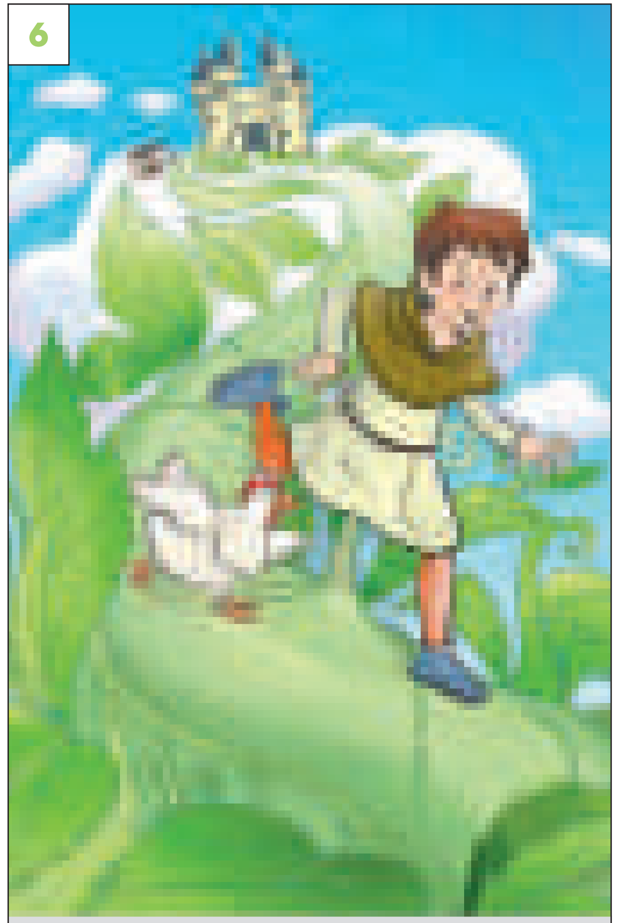
The next morning, Jack saw a very tall beanstalk in the garden. It went all the way up to the clouds. Jack climbed the beanstalk. At the very top, he saw a **castle**. Jack went inside to see if anyone needed help.

5



Suddenly, Jack saw a very big **giant**. He was counting bags of gold coins. There was a hen on the table. The hen was in a **cage**. Next to the hen was a golden egg.

6



The hen looked very sad. It was a magic hen, and it could talk! "Help me, please," cried the hen. "Save me from this terrible giant!"

7



As soon as Jack reached his garden, he **grabbed** his axe. He **chopped** down the beanstalk. The giant fell on the ground and ran away. The hen was happy! It was free at last!

8



"Thank you for helping me, Jack. You are a kind boy. Can I please stay with you and your mother?" Jack and his mother weren't poor anymore. They sold the golden eggs to buy food. Jack and his mother lived happily ever after.



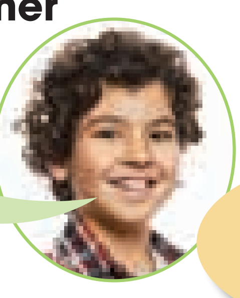
2 Look at the words in bold. Match them to their meanings

1	giant	**a**	a very large building built a long time ago
2	grab	**b**	to cut something down
3	castle	**c**	a box in which we keep animals
4	chop	**d**	a very, very big person
5	cage	**e**	to pick something up quickly



3 Think and discuss with your partner

Did you like the story? Why? Why not?



I liked the story because...

I didn't like the story because...





PRONUNCIATION



1 Look and write

1 c a ke

2 

l__me

3 

b__ __n

4 

gr__pe

5 

__gg

6 

m__lk

7 

r__ce

8 

c__ndy



2 Listen and check. Then listen and repeat

3 Say. Then circle the odd one out

1	grape	egg	bread	2	mango	egg	candy
3	fish	meat	bean	4	lime	rice	cake



4 Read. Then listen and complete

Some words sound the same but have different spellings.

c**a**k**e**	a_e	sn**a**k**e**
r**ai**n	ai	p**ai**n
gr**ay**	ay	st**ay**

1 I s__ __, 'Let's pl __ __!'

2 Let's b__ke a c__ke.

3 Sn__ __ls have t__ __ls.



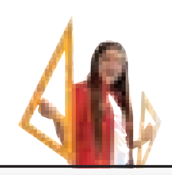
5 Write three sentences with the words in Exercise 4

1 ______________________

2 ______________________

3 ______________________







Decimal fractions

numerator — $\frac{1}{6}$ — denominator



1 Look, read, and remember decimal fractions



2 Look and say

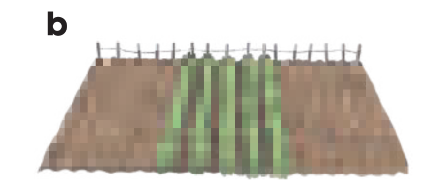


3 Look, read, and write the names

$\frac{1}{5} = 0.20$	$\frac{1}{4} = 0.25$	$\frac{1}{3} = 0.333$
$\frac{1}{2} = 0.50$	$\frac{2}{5} = 0.40$	

a

____

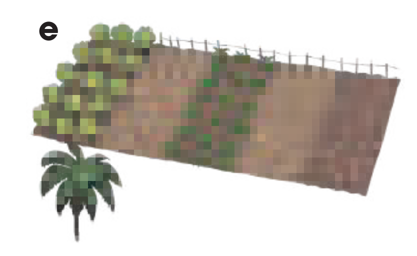
b

____

c

____

d

____

e

____

f

____

1 Walaa planted $\frac{1}{3}$ of her field.

2 Amir planted $\frac{1}{2}$ of his field.

3 Tarek planted $\frac{1}{4}$ of his field.

4 Lubna planted $\frac{1}{5}$ of her field.

5 Sherif planted $\frac{3}{4}$ of his field.

6 Manar planted $\frac{2}{5}$ of her field.

4 Think and write

Did you know?

0.4 = 0.40 = 0.400

1 $\frac{1}{3}$ = 1 ÷ 3 = 0.333

2 $\frac{1}{2}$ = ______ = ______

3 $\frac{1}{4}$ = ______ = ______

4 $\frac{1}{5}$ = ______ = ______

5 $\frac{3}{4}$ = ______ = ______

6 $\frac{2}{5}$ = ______ = ______


UNIT 1

LESSON 5 WRITING



1 Look and read. What is the recipe for?





INGREDIENTS

- 2 cups semolina
- 1 cup yogurt
- $\frac{1}{3}$ cup sugar
- $\frac{1}{2}$ cup melted butter
- 1 tsp baking powder
- 1 cup coconut
- almonds

Syrup

- $\frac{3}{4}$ cup water
- 2 tbsp honey

My favorite recipe

We cook lots of different things, such as lentil soup, *ful medames*, and **stuffed** vegetables. My favorite thing to bake is *basbousa*. This is how you make it.

First, you need to turn your oven on to get it hot. Then **weigh out** the ingredients. Then you **mix** the semolina, coconut, sugar, and melted butter. You should mix these ingredients by hand. I love doing this! Then you add the yogurt and **pour** the mixture into a baking dish.

You can use a knife to make diamond shapes on top of the *basbousa*. Put an almond on each diamond. It looks really pretty. **Bake** the *basbousa* in the oven for 30 minutes.

Make the syrup. Put the honey, water, and lemon juice into a saucepan. **Boil** the mixture for about 10 minutes.

Take it out of the oven. Then pour the syrup over the *basbousa*. **Cut** the *basbousa* and share it with your family!



2 Look at the words in bold in the text. Match them to their meanings

a



b



1 stuffed
2 weigh out
3 mix
4 pour
5 bake
6 boil
7 cut



c



d



e

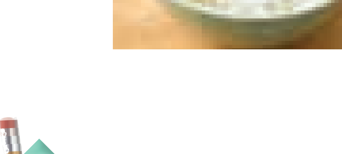


f



g





3 Choose a dish you want to make. Write the ingredients. Then write the recipe. Write 30–40 words

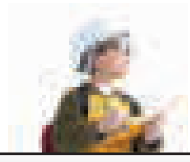
INGREDIENTS

____
____
____
____
____
____
____
____
____

Recipe

____
____
____
____
____
____
____
____
____
____



LESSON 6  PROJECT



1 Think and research

Research a fruit, vegetable, or legume that grows in Egypt. Find out where and how it grows. Find out what we use it for. Think about these:

1 What dishes can you make with it?

2 What other ingredients do you add to it?

3 Find a recipe you would like to make that uses it.



2 Read and do

1 Draw or find some pictures you can use.

2 Make your poster.



3 Show your poster to the class

Mangoes grow in Egypt. We can make a lot of drinks and dishes with it. We can make delicious mango juice or cocktail juice. We can also make a fruit salad and a mango cake.





4 Discuss

Talk to your classmates about their posters. Tell them what you like. Tell them what you learned from their poster.

UNIT 1

SELF-ASSESSMENT



1 Do you remember these foods? Look and write

1 beans

2 ____________

3 ____________

4 ____________

5  ____________

6 ____________

7 ____________

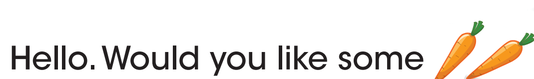
8 ____________



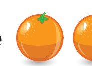
2 Complete the dialogs

1 **Seller:** Hello. Would you like some  ____________?

Nader: No, thank you. I would like some ____________.

2 **Seller:** Hello. Would you like some  ____________?

Rania: Yes, please!

Seller: How about buying some  ____________?

Rania: No, thank you. I ____________ some   ____________.



3 Think about Unit 1

Write two things you enjoyed.

____

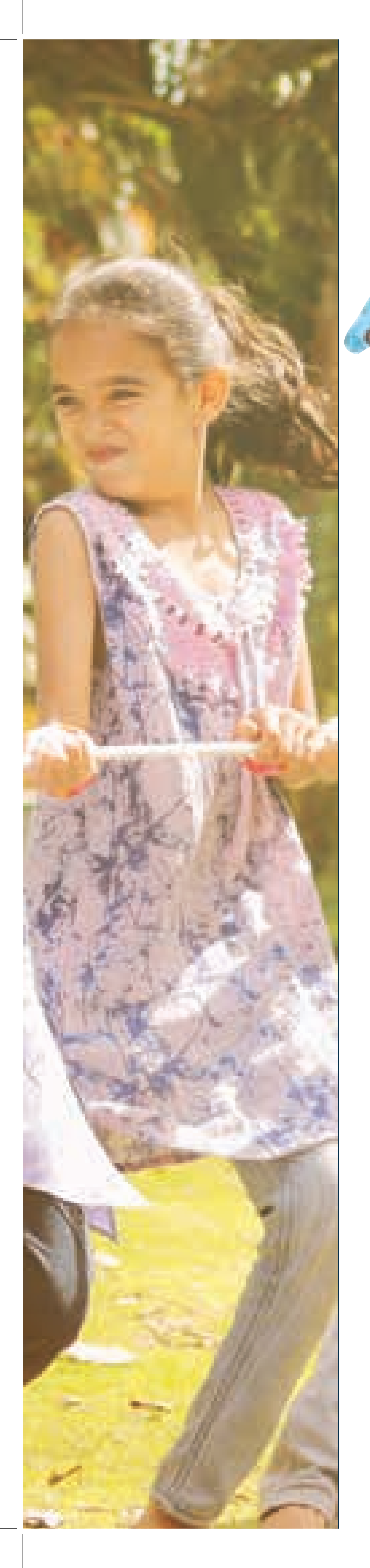
____

Write two things you learned.

____

____


UNIT
2
I want to be healthy!



In this unit I will ...



- listen, read, research, and write about sports.
- talk about sports I'm good or bad at.
- read and listen to a science fiction story.
- learn how to say single-syllable words.
- write a biography about a famous Egyptian sportsperson.
- give a presentation about how to help my local environment.

Look, discuss, and share

What are the children in the photo doing?

How do they feel?

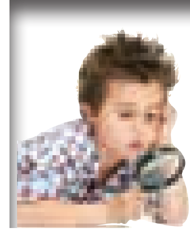
What's good about sport?

What's your favorite sport? Why?



Did you know?

This is bubble football. There are lots of unusual sports you can try. They're fun, and they can keep you healthy!



Find out

Find some more unusual sports.

Share your answers with your partner.



LESSON 1 SPORTS



Listen and read. Number the sports in the photos in the order Seleem and Wael talk about them

Seleem: What are you watching?

Wael: An old match between Raneem El Weleily and Nour El Sherbini – it's great. I love **squash**!

Seleem: Me too! Who's winning?

Wael: Raneem – she's very good at playing squash.

Seleem: I know. What sport are you good at?

Wael: I'm very good at playing tennis, but I'm bad at playing handball. What about you?

Seleem: I'm good at playing squash, but I'm bad at playing tennis. I love football too.

Wael: So do I, but I'm better at tennis than I am at football. Let's go and play a game of football.

Seleem: Yes, let's go to the club later.

Wael: Yes! And what other sports do you watch on TV?

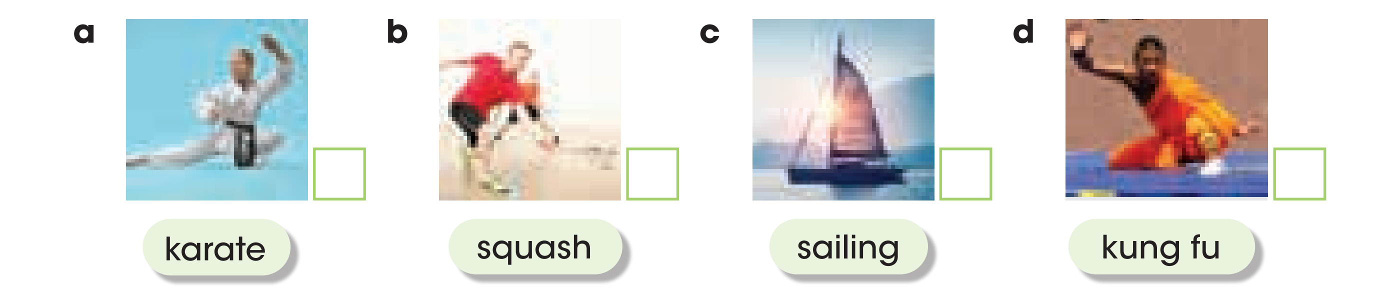
Seleem: I love watching **karate** and **kung fu**. And you?

Wael: My favorites are swimming and **sailing**. Sailing looks fun!

Seleem: Great! So what time do you want to play football?

Wael: About five?

Seleem: Awesome – see you in the club later!



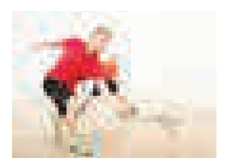


2 Listen again and circle the correct words

1 **Seleem / Wael** is watching a squash match.
2 Seleem and Wael **like / don't like** sport.
3 Wael is **worse / better** at football than he is at tennis.
4 They agree to play **squash / football** later.

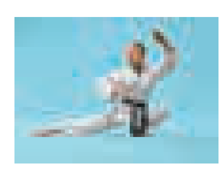


3 Look and match

a 

c  

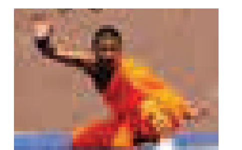
e  

g 

1 kung fu
2 tennis
3 sailing
4 swimming
5 squash
6 karate
7 football
8 handball

b 

d 

f 

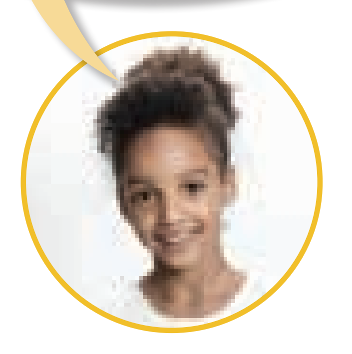
h 



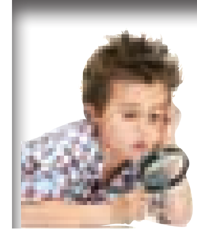
4 Work with a partner. Discuss

What sports do we have in Egypt?

We have sports like football, tennis, and swimming. Which sports would you like to try?







Find out

What is the most popular sport in Egypt?

UNIT 2

LESSON 2 I'M GOOD AT ...



Language focus



We use *good, great, bad* + *at* to talk about things we do or don't do well.

I'm very **good at** playing football, but I'm very **bad at** sailing.

Look at the sentence above. Then circle the correct word in this sentence:

I'm very good at **drawing / draw**.

We use the *-ing* form with *good/great/bad at*. To make the *-ing* form, we take the infinitive of the verb (e.g. *play*) and add *-ing* (e.g. *play**ing***).

If the verb ends in *-e* (e.g. *make*), we delete the *-e* and add *-ing* (e.g. *mak**ing***).

He's very bad at **making** cakes, but he's good at **making** *shawerma*.



1 Complete the sentences

1. I'm good at ____________ (play) football.
2. My sister is very good at ____________ (write) poems.
3. Sami's bad at ____________ (speak) French!
4. They're great at ____________ (help) their mom in the kitchen.



2 What are you good/great/bad at? Write three sentences about you in your notebook with the phrases in the box

do karate draw help my mom/dad
make dinner play chess play tennis read

I'm good at reading Arabic, but I'm bad at making dinner.



3 Work with a partner. Discuss your sentences from Exercise 2

I'm good at reading Arabic, but I'm bad at making dinner. What about you?

I'm bad at playing the piano, but I'm good at singing.





4 Look and write. Use *good at, bad at, great at,* and the phrases in the box

~~climb trees~~ cook do jigsaws draw jump walk across the desert

1 2 3 4 5 6

1 Monkeys are good at climbing trees.
2 Cats ______________________.
3 Camels ______________________.
4 Mazen ______________________.
5 Reem ______________________.
6 Dad ______________________.

5 Look and listen. Match the people to what they are good or bad at. Write *D* (Dalia), *A* (Aser), or *S* (Salma)

a D
b $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$ ☐
c ☐
d ☐
e ☐
f ☐

6 Listen again, and complete the sentences

1 Hi, I'm Dalia. I'm good ____________ playing football and making cakes. I'm bad at playing handball.

2 Aser is my brother. He's ____________ at playing tennis, and he's bad at ____________ me in the kitchen!

3 My sister's name is Salma. She's good at doing math. She's ____________ at tidying her room!




taekwondo

7 Work with a partner. Discuss

Which are your favorite sports ...

1 to do on your own?
2 to do with others or in a team?
3 to watch on TV?

Language focus

good/great/bad at + noun — I'm **good at tennis**, but **bad at football**.



8 Talk to your classmates. Copy and complete the table

What are you good at? What are you bad at?

Name	good at	bad at
Hazem	handball	taekwondo
Dina	karate	football

9 Talk to your classmates. Find out which sport most people are ...

1 good at. Why?
2 bad at. Why?

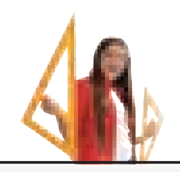


I'm good at table tennis because I can move fast. What sport are you good at?

I'm good at football because I practice a lot. What sport are you bad at?

10 Work in groups. Write 30–40 words saying what you and your friends are good at and what you are bad at in your notebook. Compare with another group





Adding and subtracting decimals

When you add or subtract decimals, treat them like whole numbers, but move the decimal point at the end so the position matches the numbers.

```
+  2 . 3 6 7      - 1 0 . 5 1 2
   8 . 1 4 5            8 . 1 4 5
 -----------      --------------
1  0 . 5 1 2            2 . 3 6 7
```

The position of the decimal point has to match the position in the original numbers.

Try this sum:

Farida swam 100 meters in 2.763 minutes. Zeinab swam 100 meters in 2.341 minutes. Who was faster, Farida or Zeinab?
How much faster was she?



1 Circle the correct answers

1. 7.983 + 5.432 = **13.415 / 134.15**
2. 9.076 + 8.894 = **1.7970 / 17.970**
3. 60.678 – 50.356 = **103.220 / 10.322**
4. 129.675 - 6.231 = **123.444 / 12.3444**





2 Solve the problems

1. If one tree is 3.459 meters tall and another tree is 2.753 meters tall, what is the difference in height between both trees?

   ____

2. Jihan ran 3.567 km on Sunday and 5.258 km on Tuesday. What is the total distance that Jihan ran? ____________________

3. Taher bought 2 watermelons. One weighs 2.657 kg and the other weighs 3.205 kg. Find:

   a the total weight of both watermelons.

   ____

   b the weight difference between the two watermelons.

   ____


UNIT 2

LESSON 3
SPORTS PLACES AND EQUIPMENT



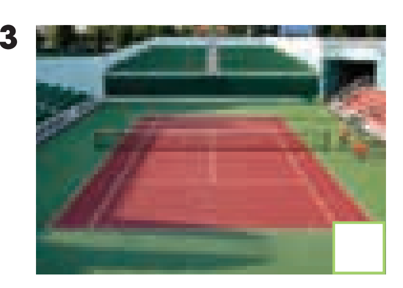
1 Look and write. Then listen and check

boots court tennis goggles karate ~~pitch~~ pool rackets

1 

football pitch

2 
________ suit

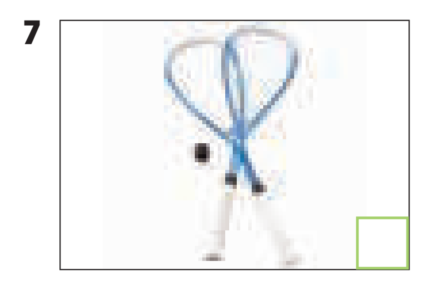
3 
tennis ________

4 
swimming ________

5 
football ________

6 

________ ball

7 
squash ________

8 
swimming ________



2 Listen and match the speakers (A–E) to the photos in Exercise 1 (1–8). Some speakers match more than one photo



3 Listen again and complete the sentences

1. I love my sport – ___kicking___ a ball on a ______________ is my favorite thing.
2. Being in a ______________ pool and doing this sport is the best thing for me.
3. I like the way I can do lots of different moves. I like high ______________ best.
4. You have to play on a small court with walls all around. You have a small ______________ , and you move very fast.
5. I think it's an awesome sport and I practice a lot in the summer. They have ______________ in the park and I go there with my friends.



4 Complete the crossword with the sports words.

1 b o o t s

Down

1. This is what I wear to play football.
2. This is where I play football.
4. This is what I wear to go swimming.
7. This is where I play tennis.

Across

3. This is where I go swimming.
5. This is when I do high kicks. It rhymes with "you" and " two."
6. This is what I use to play squash.
8. This is what I wear to do karate.



5 Write five sentences about sports you like. Use words from Exercise 4

UNIT 2



PRONUNCIATION

1 Look and match. Then say



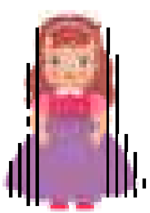
How many sounds are there in these words?

There are three: e.g. *sock*: *s-o-ck*



2 Circle the three sounds in the words. Then write the words

1

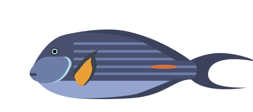


d i ll

t o f

doll

2



f u ll

t i sh

3



f u r

k o ll

4

n i ck

t e f

3 Listen and say. Then listen and write

1 neck
2
3
4
5
6

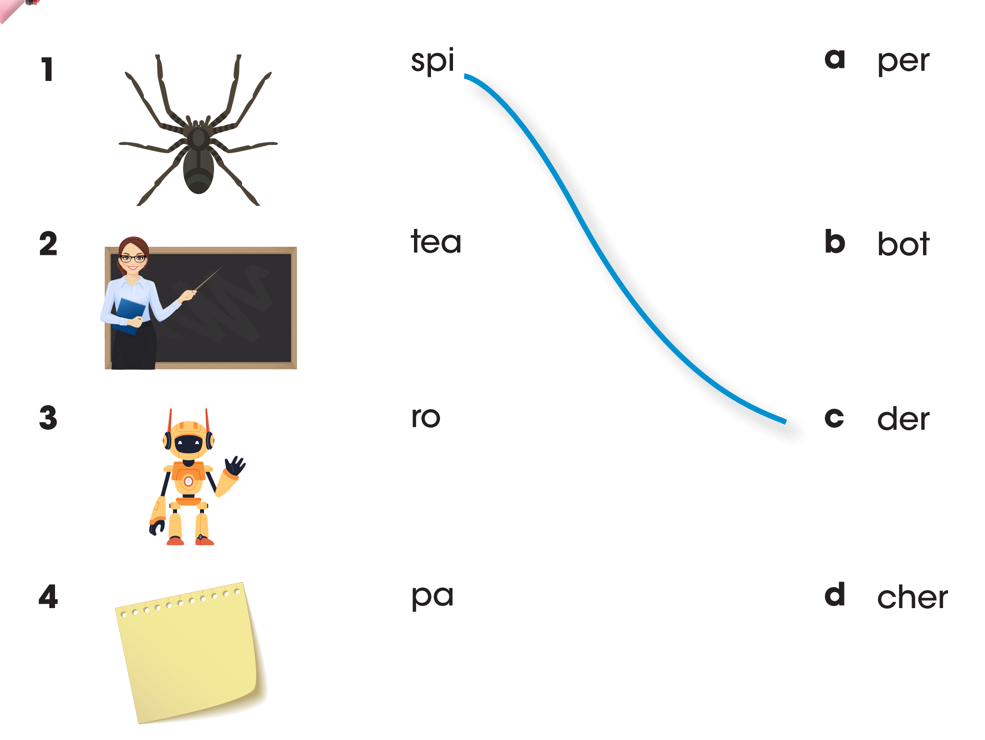
What are short and long vowels?

In English, we have short vowels in words like *hat, cup, pot, egg,* and *sit*. We have long vowels in words like *rose, light, pain, tea,* and *two*.

4 Listen and check (✓) the words with long vowel sounds

1 cry ☐	**2** swim ☐	**3** bat ☐
4 so ☐	**5** fuel ☐	**6** make ☐
7 cone ☐	**8** cube ☐	**9** feet ☐

5 Match the syllables to make words. Then listen and say



6 Listen and write the number of syllables next to the words. Then say the words

baby ☐	delete ☐	robot ☐	window ☐	racket ☐
human ☐	spider ☐	tiger ☐	paper ☐	final ☐
hotel ☐	music ☐	Egypt ☐	pollute ☐	teacher ☐

7 Play *Bingo* with the words on this page. Listen to your teacher for instructions



LESSON 4 AN AWFUL NIGHTMARE!

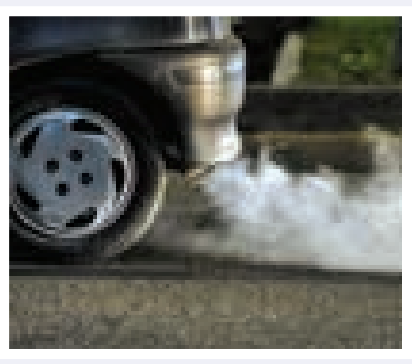


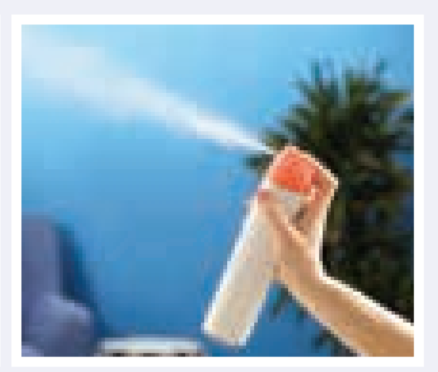
1 Look at the photos in the story. What do you think the story is about?



2 Listen and read. Check your answers to Exercise 1







I can't breathe, I know that. The air is black and **toxic**. Inside the house we use **air fresheners** to try to make the air smell better. We can't go outside – there are too many cars and too much traffic. There are too many **emissions** from cars. It's dangerous for children's lungs and we have to stay at home. There are many days when we can't go to school because the air is too bad. My little brother had to go to the hospital because of problems with his breathing.

I remember when we could go to the park and play with our friends – the grass was green and the sky was blue. We could even see the sun. Now we can't see the sun any more because the sky is gray or black. In the old days, it was lovely to have rain after a very hot day, but now the rain is **acid** and when it falls we can't go out. I remember going on holiday and playing on the beach with my family. We swam in the sea, but now



we can't swim in the sea because there's too much plastic in it and it is dirty. Other things I remember are eating fruit from trees and sitting in their **shade** on hot days. But now they cut down all the trees so we only have fruit from **greenhouses** and we can't sit outside any more.

But wait, what's that? It's my mom calling and it's time to get ready for school! It was all an awful **nightmare**! I look outside and the sky is blue and I can see the sun. We're going to the park today. But I remember my dream and I know in my heart we need to look after our planet. We can drive our cars less, use our bikes more, plant trees, and keep our sea clean, but we must work hard at this!





3 Look at the words in bold. Match them to their meanings

1	toxic	**a**	a bad dream
2	air freshener	**b**	gases from cars or factories
3	emissions	**c**	out of the sun
4	shade	**d**	a way of making the air smell cleaner
5	nightmare	**e**	very bad to eat or breathe
6	greenhouse	**f**	has chemicals in it
7	acid	**g**	a glass building used for growing plants



4 Read the story again and complete the recount. Use your own words

The child is asleep in bed and has a bad dream.
He dreams about horrible, black air, and not being able to ________________.

____.

He dreams that he can't go to school to see his friends.

____.

He then wakes up and

____.

But even so, he thinks about

____.

5 Write. What do you think of the story? Could it happen? Do you think some places in the world are like this now? What can we do to protect our air, our sea, and our trees?



____

____

____

____

____

UNIT 2

LESSON 5 WRITING - A SPORTS BIOGRAPHY



1 Work with a partner. Who do you think the woman in the photo is? What sport does she play?

2 Read and check your answers to Exercise 1



1 Hedaya Malak is a famous Egyptian taekwondo player. She is one of the two people who carried the Egyptian flag at the Tokyo Olympic Games in 2021. This is a great honor.

2 Hedaya was born on April 21, 1993. She began practicing taekwondo at the age of seven and won many prizes at the age of 14. Hedaya won many important awards. She won the bronze **medal** at the Rio Olympics in 2016. She also won the bronze medal in Tokyo in 2021.

3 Hedaya is a very kind person. In 2016 she helped a Moroccan athlete with special needs, Raja Garmash. Raja had no one to compete against, so Hedaya became her **competitor** and lost. Raja could therefore win the gold medal and it was a very special moment for her.

4 What does the future hold for Hedaya? She is practicing hard. She really wants to win a gold medal!

3 Read again and answer the questions

1 What is her sport? ______________

2 Why is she important? ______________

3 What's the most important award she won? ______________

4 What does she want for the future? ______________

4 Read again, and match the paragraphs (1–4) to the headings (a–d)

a What Hedaya will do next ☐

b Who the famous sportsperson is ☐

c Something else she is famous for ☐

d Further information about her sport and her achievements ☐

Tip!

Writing a sports biography

1 Introduce the person, giving their name.

2 Say why they are famous and give details about their sport.

3 Give more details about their success and why they are interesting or important.

4 Say what you think could happen next for their career.

5 **Write notes for a sports biography. Use phrases 1–6 to help you. Try to use the words in the box**

1. He / She was born on …
2. He / She began …
3. He / She was the first …
4. He / She was / is successful because …
5. He / She won …
6. He / She is also … / Moreover / As well as this, he / she is ...

athlete award compete future medals sports training

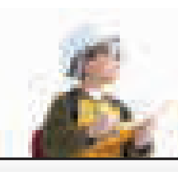
6 **Write your sports biography in your notebook. Find an interesting Egyptian person to write about from the internet. Look at the sports biography in Exercise 2, the *Writing tip*, and the useful phrases in Exercise 5 to help you. Write 30–40 words**



Sherif Osman, Paralympic champion

UNIT 2

LESSON 6



PROJECT

Presentation: A less polluted city



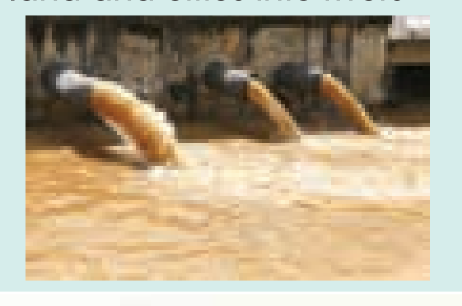
1 Work in groups. Discuss and research

How can we make our cities less polluted?
How can we make our air, water, and soil cleaner ?

Water pollution



When harmful chemicals go into **water bodies** like rivers, lakes, and seas, we call this water pollution. Water pollution can kill organisms that live in the water, such as fish, birds, and crabs. It can also kill birds that eat the fish. Water pollution can cause animals to lose their homes and change their habitats.

Causes	Effects	Solutions
• Wastewater from sinks, toilets, and showers • Wastewater and chemicals from factories • Wastewater from agricultural land and cities into rivers 	• Dirty water can make children and old people ill.  • Polluted water destroys wildlife in rivers.	• Save as much water as possible. • Take shorter showers. • Avoid running water. • Never throw garbage in or near a lake or beach.



2 Read, think, and do

- Think about other types of pollution: air and soil pollution.
- Find what causes pollution in your city or town and make a list.
- Describe the problems in detail, and the effects on people, animals, and plants.
- Now think about possible solutions, e.g., fewer cars, better sidewalks, etc.

3 Think about your presentation

- Decide who will do the drawings/stick the photos and write the text.
- How will you present your information, as a poster, or as a PowerPoint™ presentation?
- Think who will say which part.
- Use some of these phrases: *Today we're going to talk about … / First we're going to tell you about … Next we will mention … Then we will finish, and have some time for questions.*

4 Practice your presentation

- Practice your presentation with your group.
- Make sure everyone is speaking clearly and not too quickly or slowly.
- Use a timer to check that no one is talking for too long.

5 Think about your body language

- Are you standing straight?
- Is your voice loud enough for people at the back of the class to hear?
- Are you speaking too quickly or too slowly?
- Are you looking at different people in the audience, and not just one person?
- Are you standing in front of any pictures (so your audience can't see), and can your audience see everything?

Give feedback on your presentation

- While you are listening to the other groups, complete the feedback sheet below. Then discuss your thoughts with your group and give feedback to the other groups.



Feedback Sheet

	Group 1	Group 2	Group 3	Group 4	Group 5
Something I like					
Something that could be better next time					

SELF-ASSESSMENT



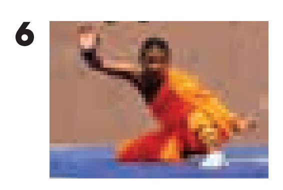
Look and write

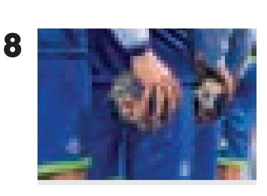
1 _k_ _a_ rat _e_

2 t__nn__ __

3 s__ __li__g

4 s__im__ing





5 s__ __ash

6 k__n__f__

7 fo__ __b__l__

8 h__n__b__ll

2 Read and complete

I'm very **1** ______________ at swimming and now I'm in the school team! But I'm very **2** ______________ at tennis. I never win! My brother is bad **3** ______________ football, but he **4** ______________ great at taekwondo!



3 Think about Unit 2

Write two things you enjoyed.

____

____

____

Write two things you learned.

____

____

____


UNIT
3
A wedding in Nubia
How do I look?



UNIT 3



In this unit I will ...

- listen, read, research, and write about different types of clothes.
- listen to a conversation about packing for a vacation.
- learn about the geography of Egypt.
- practice using the infinitive of purpose.
- read a traditional folktale.
- learn how to say past simple endings /d/, /t/, and /ɪd/.
- multiply multi-digit numbers.
- write a description of favorite clothes using adjectives.
- research and make a leaflet about traditional clothes from around the world.



Look, discuss, and share

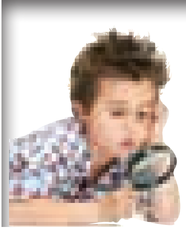
What clothes can you see in the photo? Are they modern or traditional?

What are your favorite clothes? Why?



Did you know?

Cotton grows in the Nile Delta. Many people believe that Egyptian cotton is the best cotton in the world.



Find out

Why do you think cotton grows so well in Egypt? Share your answers with your partner.



LESSON 1 OUR TRIP TO AL FAYOUM



Listen and read. What are Mom and Aser doing?

Mom: Aser, we need to **pack** our suitcases for our holiday tomorrow.

Aser: It's so exciting! I can't wait to go to Al Fayoum to see Uncle Hatem and Aunt Malak. And, of course, Faris and Dina.

Mom: I know. I'm excited to see them, too. We haven't seen them for ages! But come on, we need to pack!

Aser: OK, I need to pack my green T-shirt and my swimming shorts because they have a lovely pool, don't they?

Mom: Yes, and remember your sunglasses. It will be very sunny.

Aser: Will I need a coat and a scarf?

Mom: No, Aser, you won't. But you should pack a sweater. It can be cool in the evenings.

Aser: OK. I'll pack my blue sweater. That's my favorite.

Mom: You'll need your sneakers because we'll be walking around a lot and you need to wear something comfortable on your feet.

Aser: What about my best *galabeya*? Will I need the one that Grandma gave me?

Mom: No, you won't. But I will take my gold necklace.

Aser: Hmm. OK. What else do I need? Oh, I know! My pajamas! I'll take the ones with the **stripes**. They're really cool!



Listen again. Answer the questions

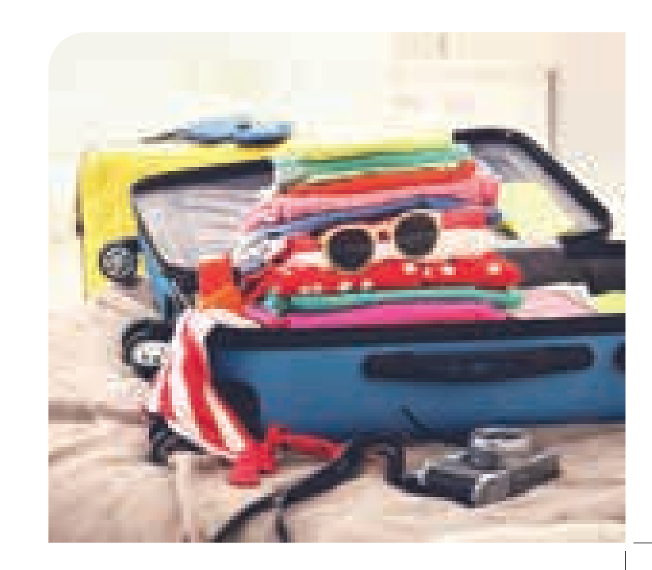
1 Who is Aser going to visit?

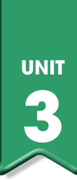
2 Is Aser going somewhere hot or cold? How do you know?

3 Why does Aser need a sweater?

4 Does Aser take his *galabeya*?

5 Which pajamas does Aser pack?







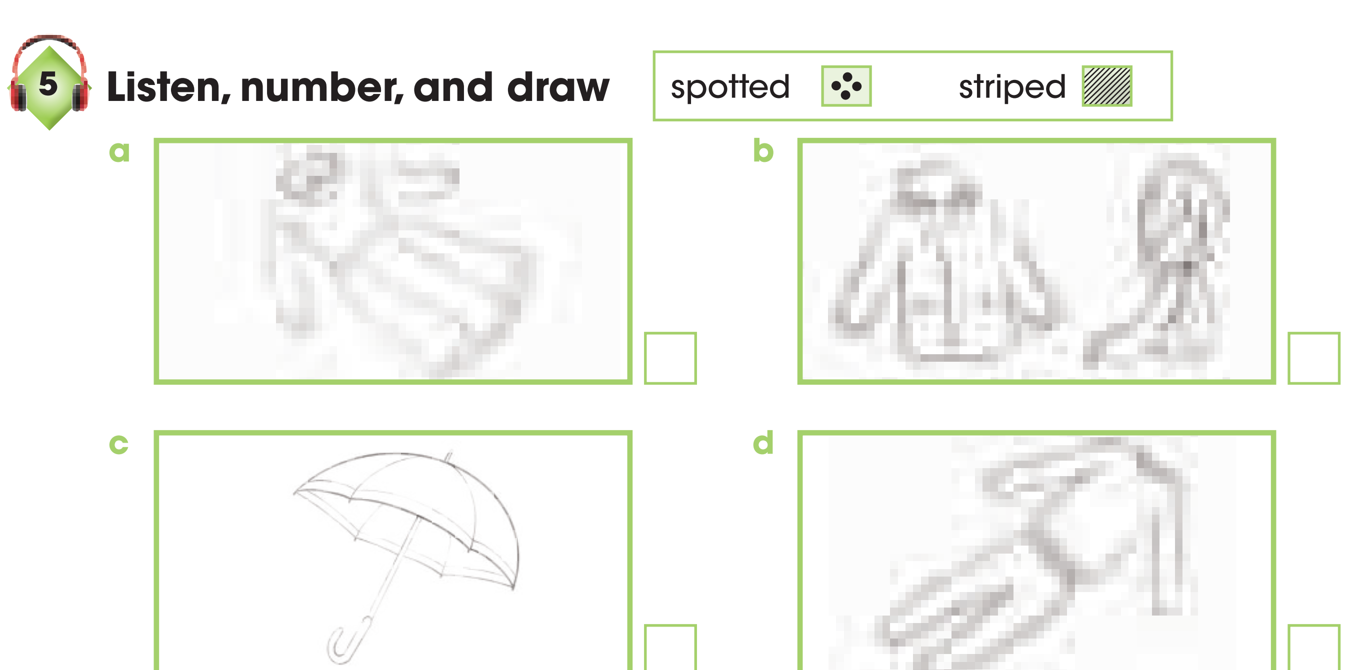
3 Listen and say

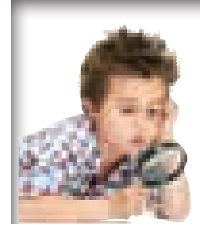


4 Read the dialog in Exercise 1 again. Check (✓) the items in Exercise 3 that Aser packs

5 Listen, number, and draw

spotted striped





Find out

This is a **pearl** necklace. Can you find out where pearls come from? Are they natural or **man-made**?





LESSON 2 CLIL GEOGRAPHY



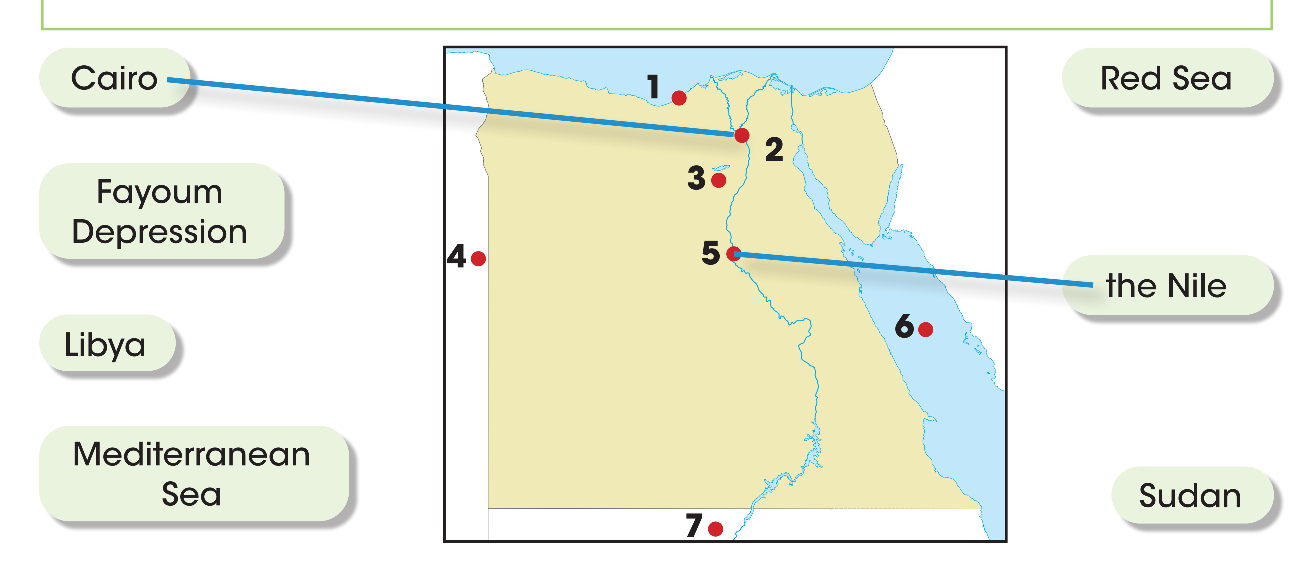
1 Which of these natural features can you find in Egypt?





2 Read and match

Egypt is a very beautiful country. The Nile runs through the country until it reaches the Mediterranean Sea in the north. Cairo is the capital of Egypt. It is a modern city in Lower Egypt. Libya lies to the west of Egypt and Sudan lies to the south. The Red Sea **lies** on Egypt's east coast. The Fayoum Depression is a very special place, as it's an oasis with the biggest **waterfalls** in Egypt. It has the huge Wadi El Rayan park, which is home to many birds and animals. There are also **fossils** of whales! Fayoum has lakes and amazing sights all in one place!





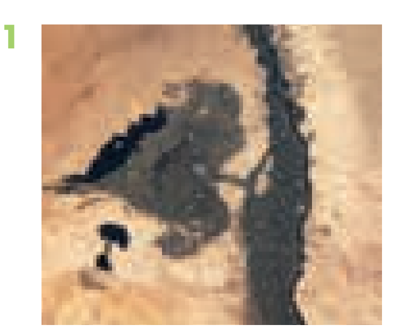
3 Read. Match the places in the box to the photos

Nile Delta Fayoum Depression Nile Valley

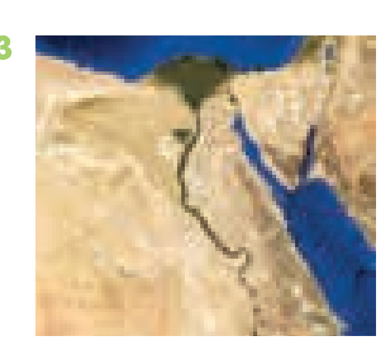
The Nile Delta is in Lower Egypt. About 20 kilometers north of Cairo, the Nile River spreads out into two branches. These two branches **flow** toward the Mediterranean Sea. The Nile Delta is the **fertile** soil between the two branches of the Nile. It stretches from Alexandria to Port Said and it looks like a triangle.

The Nile Valley is the area of land on the banks of the Nile River. It is very good for growing crops like wheat, dates, and beans. Many people say that the Nile Valley is like a lotus flower – the river and the **river banks** are the stem of the flower, and the Nile Delta is the flower.

The Fayoum Depression is in the Western Desert of Egypt. It is an area of land that is **low** below sea level. It was made by **wind erosion** about 1.8 million years ago. It is connected to the Nile River by the Bahr Youssef **canal**. This means there is water here, so it is a green place where many plants grow.

1  ______

2  ______

3  ______



4 Look at the words in bold in the text. Match them to their meanings

1	flow	a	a waterway made by humans
2	fertile	b	the way water moves
3	river bank	c	good land to grow plants and crops
4	wind erosion	d	the land along the side of a river
5	canal	e	when the wind changes or destroys something



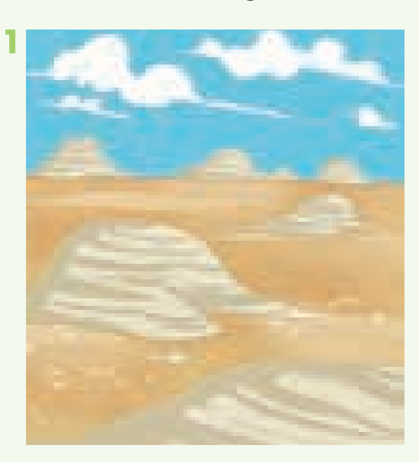
5 **Look and read. What made the sculptures?**



Wind erosion

In Egypt's White Desert, you can see some amazing **sculptures**. How did they get there? They were made by the wind.

1



There weren't any sculptures millions of years ago.

2



Over time, the wind blows sand and small stones against the rocks. The rocks change shape.

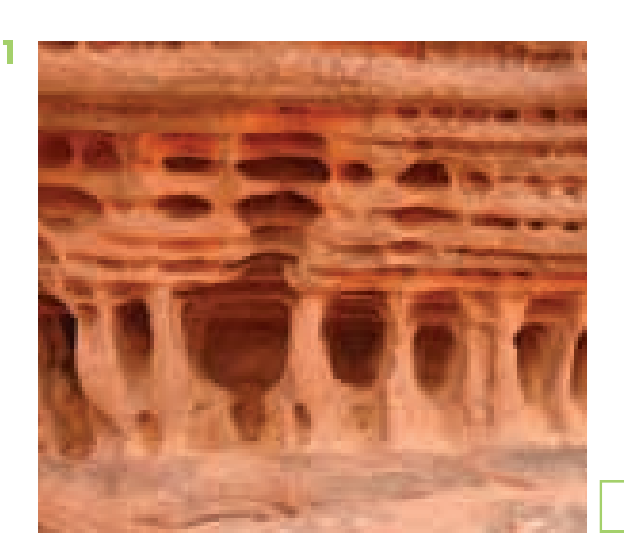
3

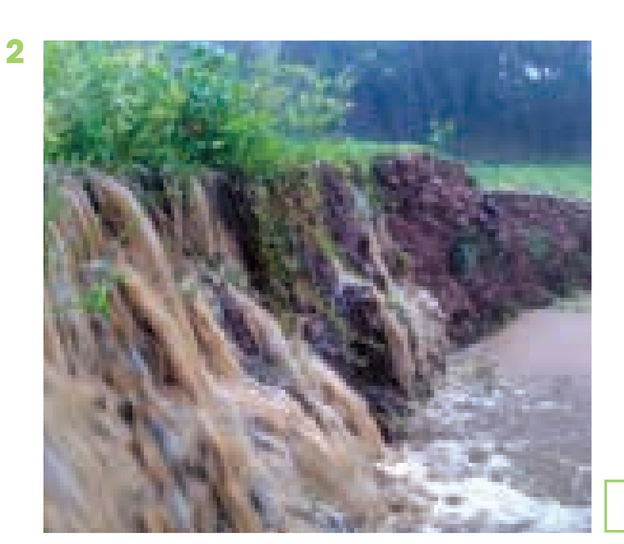
After many years, the wind and sand turn the rocks into beautiful sculptures.



6 Look at the photos. Do you think they happened because of wind erosion *(W)* or soil erosion *(S)*? Write *W* or *S*, then compare with a partner

wind erosion	=	when the wind moves the soil from one place to another, and causes change or damage to the soil
soil erosion	=	when water, wind, or other things break down the soil, and take the soil particles away

1


2


3


4




7 Think!

The Aswan High Dam was built to control the Nile flooding every year. Why do you think it was needed? Think about what happens to the land, the people, and the crops in a flood.



LESSON 3 My favorite clothes



Listen and read. Fares is talking to his friend Tomas on social media. What does Tomas want to know about?

Tomas: Hi, Fares. Can you help me? I'm doing a school project about Egyptian clothing. Can you give me some information?

Fares: Hi, Tomas. Yes, of course. What do you want to know?

Tomas: Well, what do you usually wear?

Fares: I live in Sohag and it's usually very hot here. Today, I'm wearing shorts and a T-shirt.

Tomas: Cool! Can you tell me about some traditional Egyptian clothes?

Fares: Oh, sure. Well, many men wear the *galabeya*. This is the long white **robe** that is very popular.

Tomas: Yes, I've seen it. It looks really cool to wear.

Fares: Yes, it's cool because it's made from cotton. It's usually white, but you can get other colors too. The **sleeves** are long so we don't get sunburned!

Tomas: Are there **pockets**?

Fares: Yes! But they're hidden – you can't see them from the outside.

Tomas: Do you wear *galabeyas* when you're celebrating a special festival?

Fares: We do, and the clothes we wear for Eid, for example, are very beautiful. They can be colorful. Sometimes there are beautiful patterns on them.

Tomas: Thanks, Fares. That's really useful!





2 Read again and answer *T* (True) or *F* (False)

1. Tomas wants to buy some Egyptian clothes. F
2. Fares isn't wearing a *galabeya* today. ___
3. *Galabeyas* are usually made from cotton. ___
4. *Galabeyas* are always white. ___
5. *Galabeyas* don't have pockets. ___

3 Work with a partner. Talk about your favorite clothes, or clothes you wear to celebrate. Write three sentences in your notebook



I've got a striped dress. I love it! I wear it to celebrate Sham El-Nessim.

My favorite thing is my sweater. It's blue and it has a pocket. I wear it when I travel.



4 Look and complete

belt costume crown gloves pockets ~~spotted~~

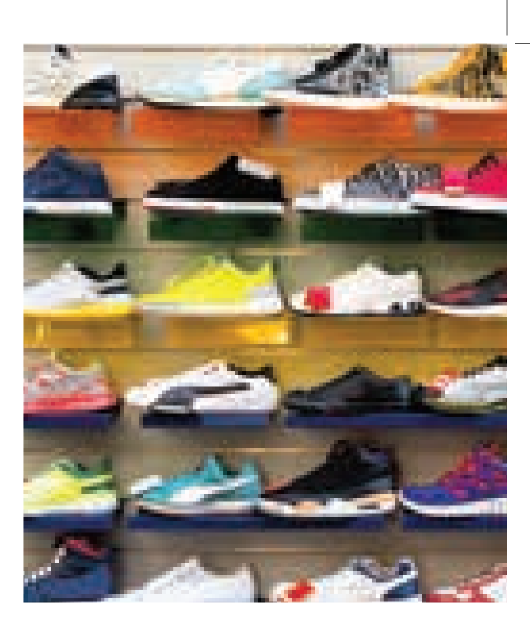
1. Marwa is wearing a ___spotted___ dress with a ______________. There are two ______________.
2. Reem is wearing a ______________. She looks like a princess! She has a ______________ on her head. She has white ______________ on her hands.







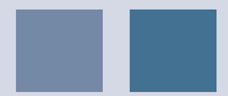
5 Work with a partner. Read and answer



1 Sameh went to town **to buy** new sneakers.
Why did Sameh go to town?

2 Nessma went to the kitchen **to make** a cake.
Why did Nessma go to the kitchen?

3 Tarek made a suit **to wear** to a wedding.
Why did Tarek make a suit?





Language focus

Infinitive of purpose

We use *to* + infinitive to express purpose, and to say why someone does something.

She went to town **to buy** a dress.

He bought new sneakers **to wear** for playing football.

I went to the hall **to get** my coat.

I wore a galabeya **to stay** cool.



6 Circle the correct words



1 I went to the library **borrow / to borrow** a book.

2 Injy used a pen **to write / write** her essay.

3 Sherif bought a new suitcase **take / to take** on holiday.

4 Malak wears her sunglasses **to protect / protect** her eyes.



7 Read and match

1	I bought some sunglasses	a	to play with our friends.
2	We went to the park	b	to buy some bread.
3	Hazem studied hard	c	to finish their homework.
4	Basma went to the shop	d	to wear on holiday.
5	They went to the library	e	to get good grades.

8 Listen and number

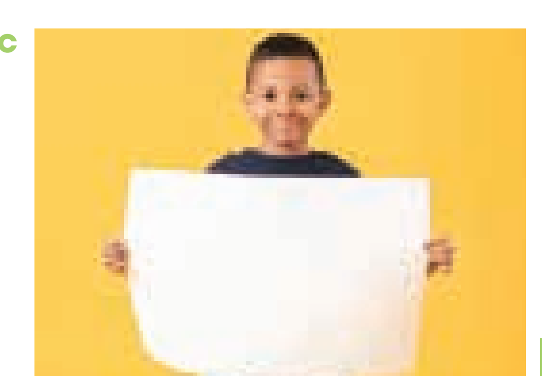
a



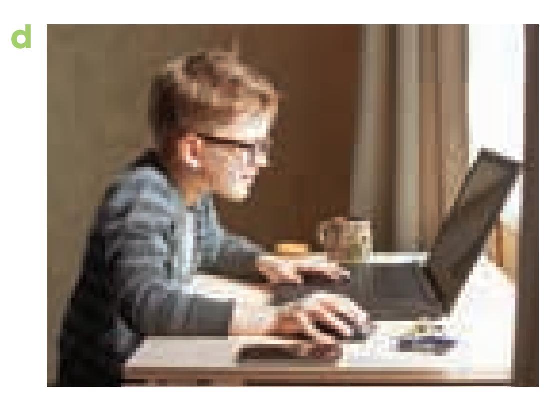
b



c



d





Look and make sentences in the past simple to express purpose



1 I / go / to my bedroom / sleep

I went to my bedroom to sleep.

2 Nayera / leave / the party / catch her train

____

3 Adam / call / Younis / ask for help with his project

____

4 Tarek / buy / a racket / play tennis

____



Complete the sentences with your ideas

1 I went into town _______________.

2 My teacher used a green pen _______________.

3 Basel opened his bag _______________.

4 Mayar made a cake _______________.



UNIT 3

LESSON 4

THE ELVES AND THE SHOEMAKER





Look at the words in bold in the text. What sort of words are they?



Listen and read. Who made the shoes every night?

Once upon a time, a **kind** and **honest** shoemaker lived in town with his wife. They were very **poor**, but they were **happy**. The shoemaker worked hard, but he had no money.

One night, the shoemaker was in his workshop. "Oh dear. I've only got enough leather for one more pair of shoes. But I'm too **tired** to make them tonight. I'll cut the leather now and make the shoes in the morning." The shoemaker cut out the leather and went to bed.

The following morning, the shoemaker couldn't believe his eyes. He called to his wife to come quickly to the workshop. "Look at these shoes!" said the shoemaker. There, on his table was an amazing pair of shoes. "They are **beautiful**. Did you make them?" His wife looked surprised. "No, my dear, I didn't make them," he said.

Then a man walked into the shop. "I have never seen such **amazing** shoes," he said. "Can I try them?" He tried on the shoes. "They're perfect," he said and paid the shoemaker. "Quickly," said the shoemaker's wife, "go and buy some more leather." The shoemaker went to buy some more leather.

When he arrived home, the shoemaker's wife had made him **a delicious** meal. "I will just cut out the leather, and then come and eat." The shoemaker cut out the leather for two pairs of shoes and left the workshop for the night.

The following morning, the shoemaker and his wife were amazed to see two beautiful pairs of shoes in the workshop. "We must find out who is making these shoes," said the shoemaker's wife. "Let's hide tonight and see who is helping us."

That night, the shoemaker cut out the leather and then hid. They were very surprised to see two little elves! The elves started to make the shoes. Soon, they had made two more pairs of beautiful shoes. "We must thank the elves," said the shoemaker's wife. "Let's make them new clothes."

The next night, the elves found their **new** clothes. They were so happy that they danced around the workshop before sitting down to make more shoes.

Soon, people came from all over the land to buy the shoemaker's shoes. He and his wife weren't ever poor again and they lived happily ever after.



3 Read again. Look at the words in bold in the text. Find:

1 a word that describes the shoemaker. ____________________

2 a word that describes the shoes. ____________________

3 a word that describes the shoemaker's meal. ____________________



4 Think: How do these words help you to understand the story? Check if you agree:

1 The adjectives give more details. ☐

2 The adjectives make the story interesting. ☐

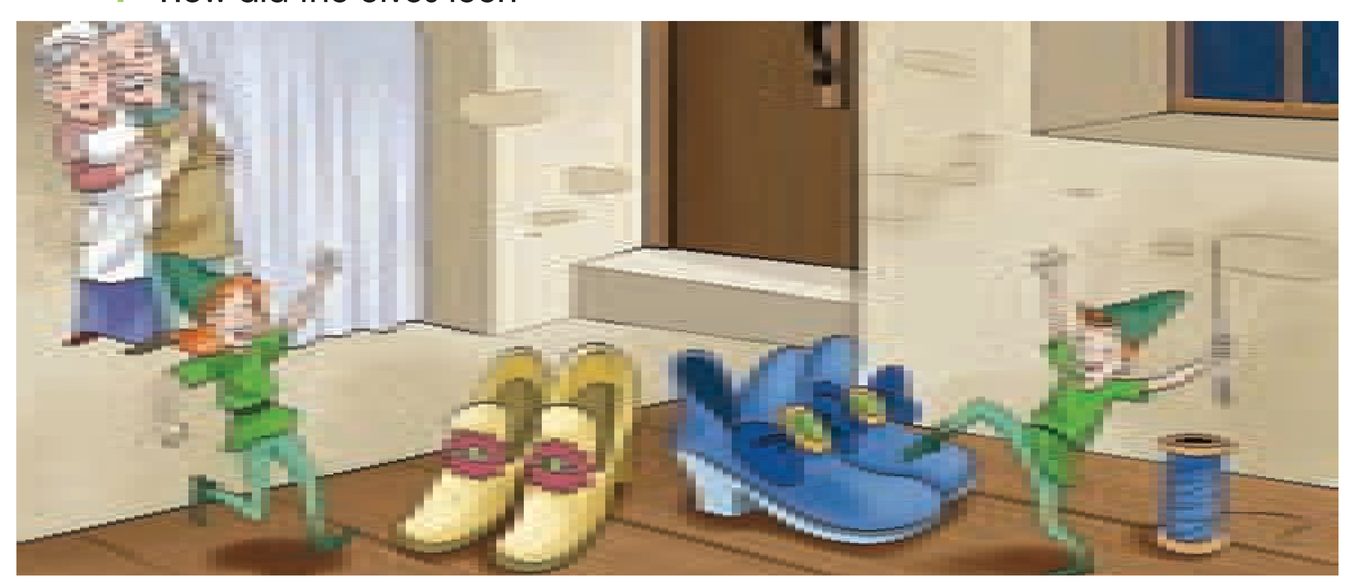
5 Think and discuss

1 Why did the shoemaker want to find out who made the shoes?

2 How did the shoemaker find out who made the shoes?

3 What did they give the elves for their kindness?

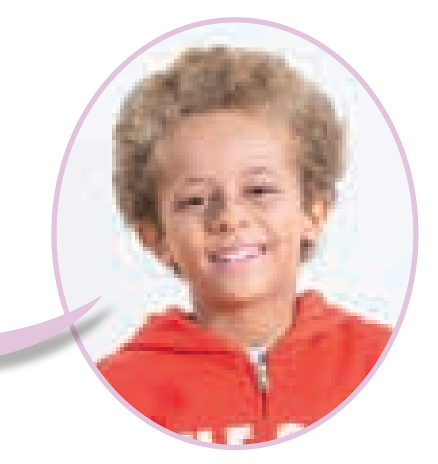
4 How did the elves feel?





6 Why do you think the elves helped the shoemaker? Work with a partner. Discuss

I think the elves helped the shoemaker because ...

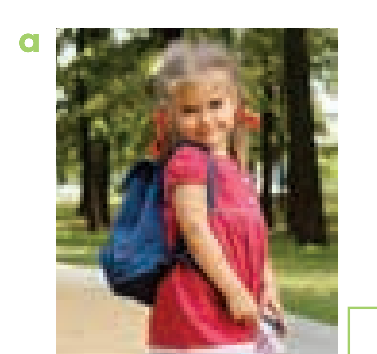
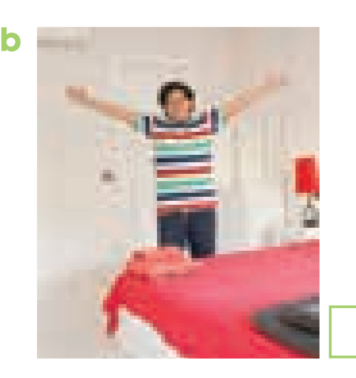





PRONUNCIATION



1 Look, say, and match

a

b

c


1 Yesterday, I played football.

2 Yesterday, I walked in the park.

3 Yesterday, I tidied my room.



2 Listen

1 /d/ played 2 /t/ walked 3 /ɪd/ tidied



3 Listen and write the verbs in the correct group

~~cleaned~~ lived needed studied washed worked

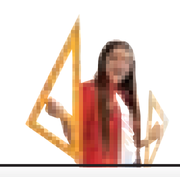
/d/	/t/	/ɪd/
played	walked	tidied
cleaned		



4 Say. Then listen and check

1 asked	2 counted	3 delivered
4 dressed	5 enjoyed	6 fixed
7 promised	8 slowed	9 tasted
10 waited	11 carried	12 wanted





Multiply multi-digit numbers



1 Think and write the numbers. Listen and check

1 10 × 10 = ____________

2 30 × 20 = ____________

3 50 × 50 = ____________

4 38 × 24 = ____________



2 Look, think, and write





1 For sports day, Mrs Amal ordered 12 boxes of T-shirts for the students. Each box has 18 T-shirts. How many T-shirts did Mrs Amal order? ____________

2 Nora makes hats. She's very good. She can make 25 hats each week. How many hats can she make in 48 weeks? ______



Did you know?

If you multiply any number by zero, the answer is zero!



LESSON 5 WRITING





1 Look and read. Whose school uniform is shown in the picture?

Student A

I really like our school uniform. Everyone wears a short-sleeved white shirt. The girls wear a blue skirt and the boys wear blue trousers. We all have to wear white socks and black leather shoes. It doesn't get very cold here, but when it does, we can wear our blue sweaters.

Student B

At school, I wear a pale blue shirt and dark blue trousers. We have to wear a **tie** every day. It's dark blue with light blue stripes on it. The girls in my school also wear a pale blue shirt, but they don't wear trousers. They wear a blue and white checked skirt. The girls don't have to wear a tie.

Student C

Our school uniform is really **smart**. We have to wear a white shirt with a red tie. We wear a dark gray skirt and a blue jacket.

Student D

The girls and boys have different uniforms at my school. The boys wear light green shorts and long green socks. We wear white shirts and we've got a dark red sweater for when it gets cold. My sister's uniform is different. She wears a blue skirt and a yellow T-shirt.

Student E

Our uniform is a dark blue skirt for the girls or dark blue shorts for the boys, a pale blue cotton shirt, white socks, and black shoes. When it's cold, we wear dark blue vests or jackets. I like my uniform!



2 Read the blog again and complete the sentences

1 At Student A's school, students wear black ______________ shoes.

2 At Student B's school, the girls wear a blue and white ______________ skirt.

3 In summer, students at Student C's school can wear ______________ gray skirts.

4 The boys at Student D's school wear ______________ green socks.

5 The girls and boys at Student E's school all wear dark ______________ jackets.



3 Read and add one more adjective to each row



When we use adjectives, we put them in this way:		
1	size	big, small, ______
2	age	old, new, ______
3	color	black, white, ______
4	material	cotton, linen, ______



4 Put the adjectives in brackets in the correct order

1. She wore a ______________ dress. (cotton, green)
2. He had to wear an ______________ hat. (old, orange)
3. Dad bought me a ______________ *galabeya*. (new, white)
4. The shoemaker made ______________ shoes. (small, leather)
5. I bought a ______________ jacket for the party. (new, green)



5 Write a description of your favorite clothes. Include adjectives and make sure they are in the correct order

My favorite clothes are ______________.

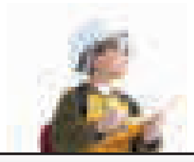
I have a ______________, which is ______________.

I also like ______________.

They are my favorite because ______________.



LESSON 6



PROJECT



1 Which countries are these clothes from? Look and match

Finland India Japan

1



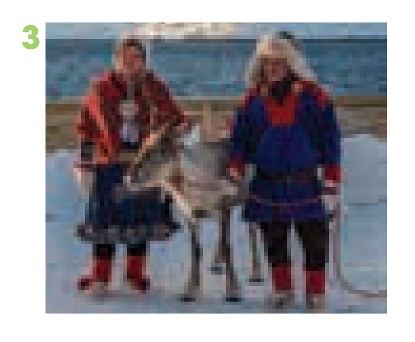
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2



___

3



___



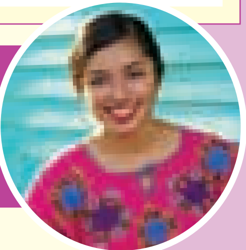
2 Look and read. What is the Mexican hat called?

CLOTHES IN MEXICO

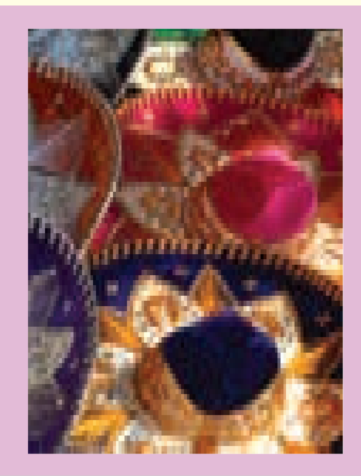
These girls are wearing traditional Mexican dresses. Look! They're very colorful. There are lots of colorful stripes on the dresses. Girls in Mexico wear dresses like these during feasts and celebrations.



Mexican girls love bright colors. Even when they are not celebrating, they wear bright, colorful clothes.



People in Mexico wear hats to protect their faces from the sun. This is a sombrero – it's a traditional Mexican hat.



There are lots of different styles of sombrero. Some have stripes, and some are very colorful. Some even have gold and silver on them.



3 Read and do

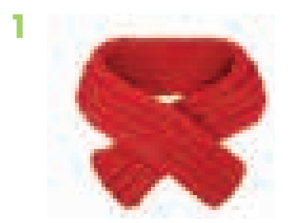
1 Work with a partner. Choose a country and research traditional clothes.

2 Make your leaflet.

SELF-ASSESSMENT



1 Do you remember these clothes? Look and write

1  ______

2 ______

3  ______

4  ______



2 Write four sentences about your clothes. Use four of the adjectives in the box

beautiful   colorful   cotton   striped   spotted

1 ______
2 ______
3 ______
4 ______



3 Say. Then listen and check

1 Sameh studied hard.
2 Sara cleaned the kitchen.
3 We walked to school.
4 I jumped over the gate.
5 He lived in Cairo.
6 I started to laugh.



4 Think about Unit 3

Write two things you enjoyed.

______

______

Write two things you learned.

______

______



REVIEW 1

LESSON 1



1 Listen and point

START



FINISH



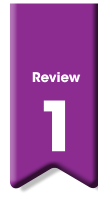


2 Look and write

3 Play and say

Say a sentence using the word in number 5.





4 Read and circle

1 It's very hot and dry in the **desert/rainforest**.

2 Sometimes when there is a lot of rain there is a **flood/river**.

3 Fayoum has many **lakes/glaciers**.

4 The sculptures in the White Desert were made by **soil/wind** erosion.

5 Make sentences in the past simple

1 Mom/cook/*molokhia*/last Friday

____

2 Salma/go/to the store/with her mom

____

3 My/grandma/travel/Port Said/last weekend

____

4 I/get/a new phone/ a week ago

____

6 Write about your favorite clothes. What are they? How do they look? Why do you like them? Write 30–40 words

____

____

____

____

____





LESSON 2



1 Listen and circle

Mom: Are you ready, Mariam? We need to buy a lot of things in town.

Mariam: Yes, I'm ready. Remember I need some new .

Mom: Oh, yes, for your lessons next week. I need to get food from the market, too. We need and .
Oh, and I also need to buy some new for Tarek. His are too small.

Mariam: Do we have time to go today, Mom?

Mom: Not today, Mariam. But we can go on the weekend.

2 Listen again and answer

1 What clothes do Mom and Mariam need to buy? ______________________

2 What fruit does Mom need to buy? ______________________

3 What vegetables does Mom need to buy? ______________________

4 Can Mariam go swimming today? ______________________

3 What did Nabila do yesterday? Look and write

1 Nabila got up at 6 am.

2 ______________________
____

3 ______________________
____

4 ______________________
____



4 Listen and write the words you hear. Then match

1 t*iger*
2 w ______
3 g ______
4 s ______
5 e ______
6 l ______
7 r ______
8 c ______

a ☐ b ☐ c 1 d ☐ e ☐ f ☐ g ☐ h ☐



5 Listen again. Tick the two-syllable words with long vowels



6 Listen and write the verbs in the past tense in the correct box. Then listen and check

enjoy paint play stop want work

/d/	/t/	/id/
enjoyed		



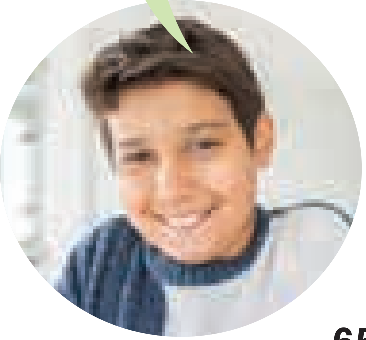
7 Look and read. Then complete for you. Use the prompts or your own ideas






40+40= ☐ 97−10= ☐
66+20= ☐ 56+30= ☐
20−10= ☐ 26+70= ☐
22+60= ☐ 82−80= ☐
75−50= ☐ 59−40= ☐

I'm good at drawing. I'm bad at swimming.

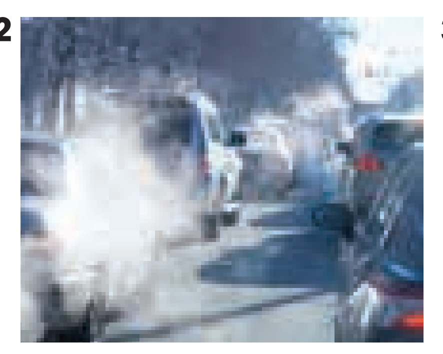


______
______
______
______




LESSON 3

1 Work in groups. Think about how we can be healthier. Look at the pictures and discuss

1 
2 
3 
4 
5 
6 

How can we live a healthier life?

There are many things we can do to live a healthier life. For example, we can include fruit and vegetables in our meals. They are healthy and delicious. **Junk** food isn't good for us so we shouldn't eat it a lot. Also, try to do some exercise. Perhaps you love swimming or football? Any kind of exercise is good for you. You could ride your bike to school. Not only is this good exercise, but it means there are fewer cars on the road and less pollution. Play games and have fun with your friends!

2 Read the report and do

1 Draw or find some pictures you can use.

2 Make your report with your group.

3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

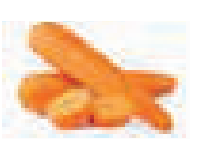


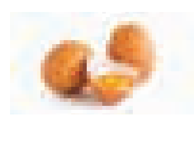
Self-Assessment

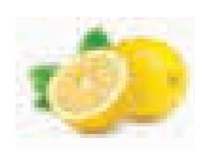
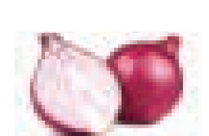
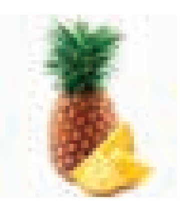
Now I can ...



1 say food words

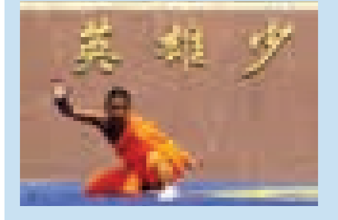





2 say sports words










3 say clothes words



4 say these sounds

vowel sounds

cake, lime, egg

two syllable words with long vowels

past simple endings

/d/ play**ed**

/t/ walk**ed**

/id/ paint**ed**



NON-FICTION READER

COME TO CANADA!

1 Look. Which country are these things from?

1 
totem pole

2 
maple leaf

3 
maple syrup

4 

bear



2 Listen and read. Where is Maisie from? What does she say about the things in Exercise 1?



Hi, I'm Maisie. I'm from Canada and I love my country. I'm going to tell you some special things about it. Here we go!

Canada is north of North America and its capital is Ottawa. It's the second largest country in the world, after Russia. It has a really cool red and white flag with a **maple leaf** on it.

Totem poles, which are sculptures, are very important to us. You can find them around Canada. They are about families in each place and tell stories about the people who live there. They are painted in bright colors, and are art, history, and a story all together!

Here in Canada, we have lots of different **landscapes** and climates. Some parts of Canada are very cold. Some are warm. I love Canada's bears – they live in the cold woods and they're very beautiful. But they're a bit scary because they're very big, and sometimes very hungry!



The last thing I wanted to tell you about is **maple syrup**: it's sweet and very nice, and we eat it on pancakes for breakfast a lot. You have to try it!

So that's my amazing country! Tell me about your country and what you love about it.

 3 Listen, read, and color

Hi, it's Maisie again! One more thing I want to tell you about is our police. They're very kind and help keep us all safe. They have an awesome uniform, too – they wear it on special days.

First of all, they wear a light brown leather hat. It has a **wide brim** to protect their faces from the sun. Then, they have a beautiful red jacket with a dark brown leather belt and long dark brown leather gloves. Their pants are dark blue and have a yellow stripe down the side. Their boots are dark brown leather, too.

On normal days, their uniform is quite different – they wear a gray shirt, dark blue pants, and a hat. In the colder parts of Canada, they wear a very thick coat to keep warm.



4 Work with a partner. Discuss

1 What do you think of the Canadian police uniform?

2 Imagine you are talking to Maisie. Draw and describe the Egyptian police summer uniform to her.



UNIT 4

Looking after our world



UNIT 4

In this unit I will ...

- listen, read, research, and write about different landscapes.
- learn about Elephantine Island.
- use sentences in the past continuous.
- learn about greenhouse gases and climate change.
- learn and talk about eco-tourism in Egypt.
- learn about number sequences.
- learn how to say three consonants together.
- learn to correct spelling mistakes.
- read and listen to a short story about a community garden.
- write a flyer about eco-tourism in Egypt.



Look, discuss, and share

Where is the place in the photo?

Would you like to go there?

Do you think tourists go there? Why / Why not?



Did you know?

Look at these rocks from the White Desert. What can you see? People often call them 'chicken and mushroom' rocks!



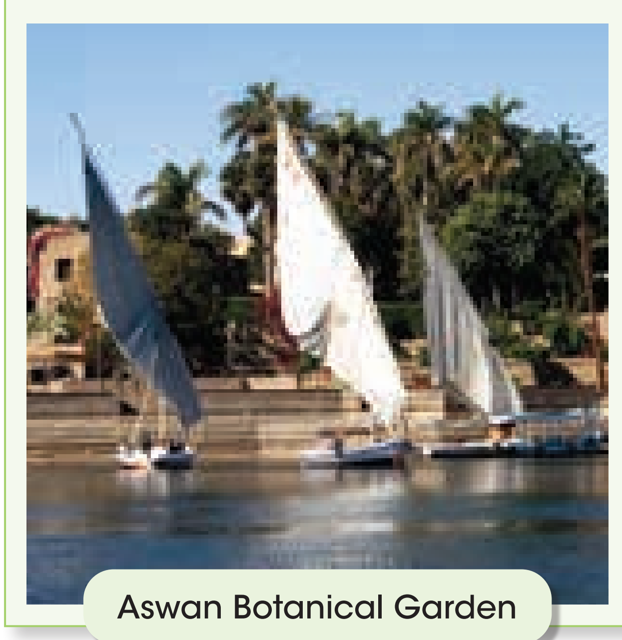
Find out

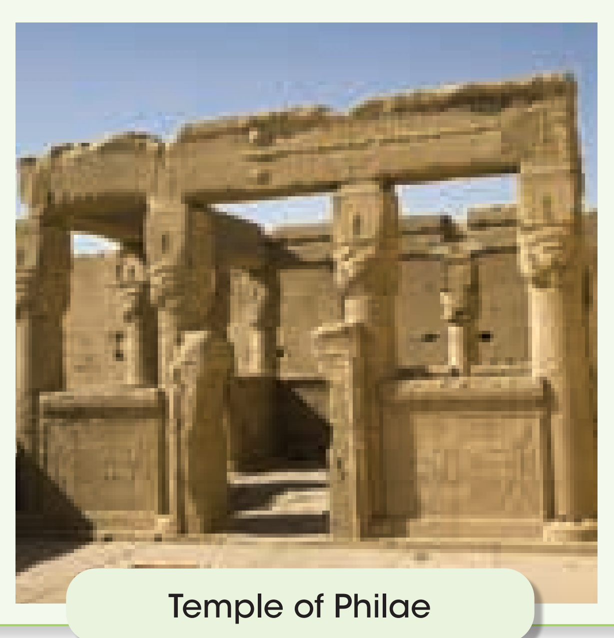
Find some more unusual places in Egypt. Why do tourists go there? How do tourists change these places? Share your answers with your partner.


UNIT 4

LESSON 1 MY VISIT TO ELEPHANTINE ISLAND

1 Listen and read the postcard. Where did Nagwa go?


Aswan Botanical Garden


Temple of Philae

Hi Dalia!

How are you? I'm missing you! I'm on Elephantine Island and it's the most fantastic place! It's in Aswan and there's **lots** to see. Yesterday, I was traveling by boat to the island with my friends. We were trying to understand the 'Elephantine' name. – we think it's the shape!

Elephantine Island is the oldest part of Aswan. In fact, all the island is full of history. After that, we went to the Aswan Museum. We were looking at all the old things from the island when we found a very **rare** calendar from the **reign** of Thutmose III.

But it's not only about history – it's a beautiful and calm place. There's no traffic, so it's very quiet, and the air is clean. We can go for long walks. There are no forests but there are lots of trees, so it's quite green. The **sunsets** are fantastic, particularly from a felucca. We were walking in one of the Nubian villages this morning, They have beautiful brightly decorated houses. We had lunch there looking at the Nile.Tomorrow is our last morning, so we're going to walk to the **Tombs of the Nobles** through the desert. I'll be so sad to leave.

Can't wait to see you soon!

Nagwa



2 Listen again and answer the questions

1 Did Nagwa have a good trip? ______________

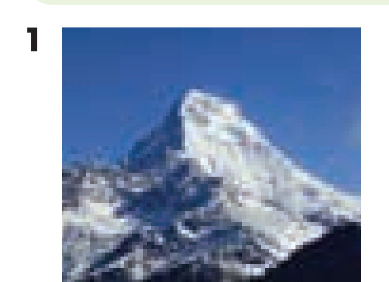
2 Why is she feeling sad? ______________





3 Look and write. Use the words in the box

forest island lake ~~mountain~~ coral reefs waterfall

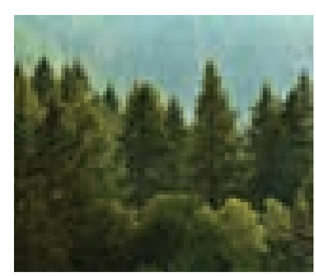
1


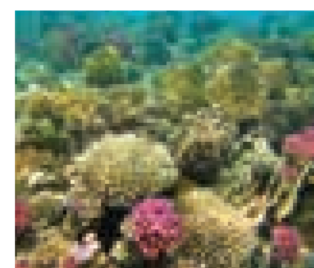


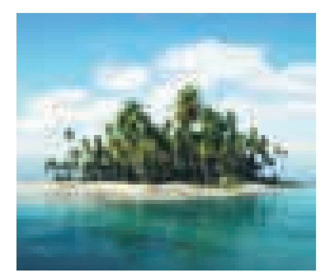
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3



5


6




4 Listen and check. Then listen and repeat



5 Work with a partner. Which of the places in Exercise 3 do we have in Egypt? Which do you like best? Why?

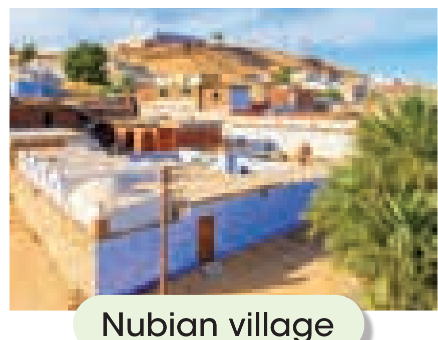
6 Work with a partner. Look and discuss

1. Alexandria is a city. Can you name other Egyptian cities?
2. Dahab is a town. Can you name other Egyptian towns?
3. The beautiful Nubian villages near Aswan are famous. Can you name other Egyptian villages?
4. Do you live in a city, town, or village? Which do you like best?



Alexandria

Dahab



Nubian village

UNIT 4

LESSON 2 What were you doing?



1 Read and choose

1 We **were trying / trying** to understand the 'Elephantine' name.

2 I **were / was walking** in one of the Nubian villages this morning.

Language focus



We make the past continuous with *was/were* + the *-ing* form of the verb.

I **was traveling** by boat to the island with my friends.

We **were trying** to understand the name of the island.

We **were looking** at all the old things from the island when we found a very rare calendar from the reign of Thutmose III.



2 Complete the table about the past continuous with the words in the box

she was were

I	**was**	**listening** to the radio.
you/we/they	**1** ____________	**making** a cake.
he/**2** ____________/it	**was**	**swimming** in the sea.
Question		
Was	I	**listening** to music?
Were	you/we/they	**making** *fatta*?
3 ____________	he/she/it	**swimming** in a lake?



Don't forget how to make the *-ing* form. If the verb ends:

- with *-e*: make – mak**ing** take – tak**ing**
- with consonant + vowel + consonant: swim – swim**ming** shop – shop**ping**

3 Circle the correct word

We use the past continuous for something that happened and **stopped / continued over a period of time** in the past.



4 Look and write. Use the past continuous

1. The fox *was sleeping* (sleep).
2. The fish ______________ (swim).
3. The tiger ______________ (drink) water.
4. The people ______________ (walk).
5. I ______________ (watch) everyone.
6. We ______________ (have) a great time.
7. ______________ the cat ______________ (run)?



5 What was Mona doing at different times yesterday? Look and write. Use the phrases in the box

arrive at school ~~get up~~ have lunch study English



1 6 am: *She was getting up.*



2 8 am: ______________



3 10 am: ______________



4 3 pm: ______________



6 Work with a partner. Talk about you. What were you doing at 6 am, 8 am, 10 am, and 3 pm yesterday? Write four sentences in your notebook

I was sleeping at 6 am What about you?

I was having breakfast.





7 Listen and read. What is climate change?

Climate change

Greenhouse gases are important to keep our planet at the **suitable** temperature for life. One hundred years ago, the Earth was getting a little warmer, and the **atmosphere** was changing a little. But over the past 20 years, changes are happening faster and faster.

Scientists think that people are causing *climate change* - a change to the **normal** weather of the Earth over a long period of time. We produce too many greenhouse gases through factories, transportation, building things, and **livestock farming**. The greenhouse gases now keep more of the sun's heat inside the Earth, and stop this heat from going back to the space. So the Earth's temperature goes up.

Greenhouse gases are gases like carbon dioxide, water vapor, and methane. So what are the results of climate change?

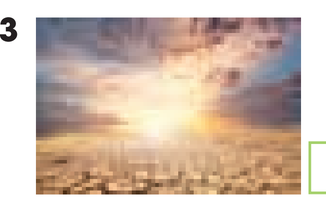
- Animals may lose their food because plants die.
- Sea level rises, so people can lose their homes.
- The climate becomes too hot. We don't have enough rain and our crops can't grow.

8 Underline the examples of the past continuous in the text

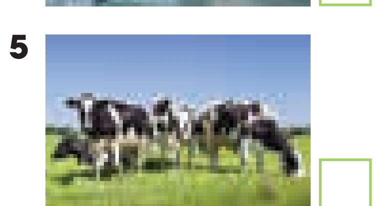
9 Read again. Do the things in the photos cause climate change? Or are they results of climate change? Put *C* (Cause) or *R* (Result)

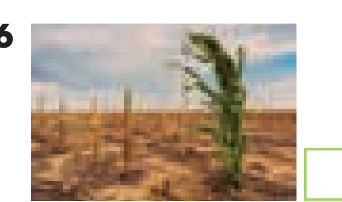
1  C

2 

3 

4 

5 

6 



10 Do we have climate change in Egypt? How do you know?





11 Work with a partner. What is in the photo? Why is it important in explaining climate change?



12 Listen and read the text. Why can't Laila do her homework?

Mom: Laila, what's the matter?

Laila: Hi Mom. I'm feeling worried. I can't do my homework.

Mom: What's the problem?

Laila: I have to explain the **greenhouse effect** and it's quite difficult.

Mom: OK, let me help. You know what a greenhouse is, don't you? It's made of glass so it keeps all the plants inside it warm. This means that in cold countries, we can grow vegetables like tomatoes and tropical plants. The temperature inside doesn't change and the plants grow.

Laila: Yes, but why is that the same as climate change?

Mom: Well, we have a natural greenhouse effect on Earth. There are gases in the atmosphere that keep the Earth warm so we can live on it. These are greenhouse gases. But now we have more and more of the greenhouse gases and the Earth is warming up too much.

Laila: But why is it like a greenhouse?

Mom: The greenhouse gases work like a **blanket** around Earth. Greenhouse gases allow the sun's light to shine onto the Earth's surface, but they stop the heat of the sun from going out of the Earth to space, and they make the planet too hot.

Laila: Thanks, Mom! I understand the greenhouse effect better now!

13 Choose. What is the 'greenhouse effect'?

1 A process in which greenhouse gases stop the sun's heat from going from Earth to space and raises the Earth's temperature.

2 A process in which greenhouse gases make the temperature warmer to grow crops faster.



LESSON 3 ECO-TOURISM



1 Tourism is very important to many countries. How does it help Egypt?

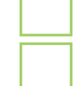




2 Think about tourism. Check (✓) the good things and cross (✗) the bad things

Tourism …

1 gives jobs for local people. ✓
2 creates too much carbon dioxide from plane journeys.
3 helps people learn about new cultures.
4 damages the natural environment.
5 damages historical places or monuments.





3 Listen to Sherif. What is eco-tourism?

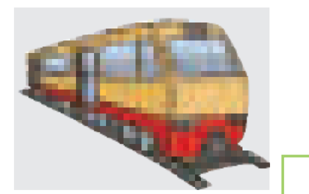


4 Listen again and check (✓) the correct pictures. You can check more than one picture each time



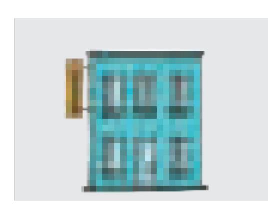
1 Eco-tourists like to travel by …

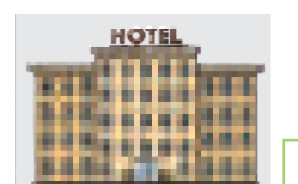
a 

b 

c 

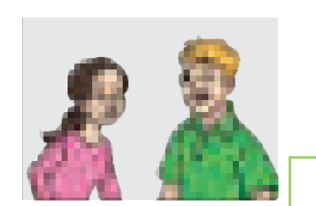
2 Eco-tourists like to stay in …

a 

b 

c 

3 Eco-tourists like to …

a 

b 

c 





5 Listen and complete the sentences with the words in the box

coral dive environment hotels wildlife pollution

1 Eco-tourism is an exciting idea. It looks after the ______________ and helps local people.

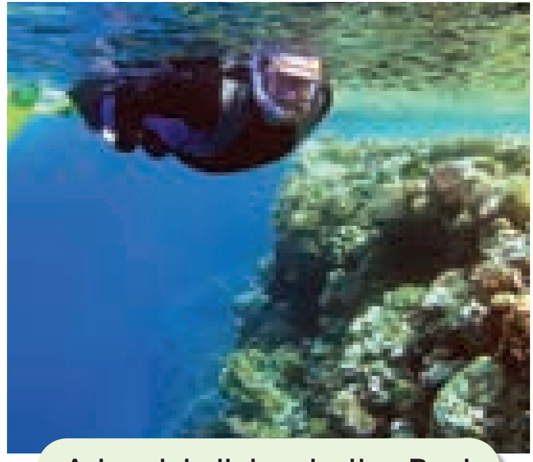
2 Eco-tourists don't like to travel by plane because of the ______________ that planes cause.

3 They stay in small, local ______________ or pay to stay in people's houses.

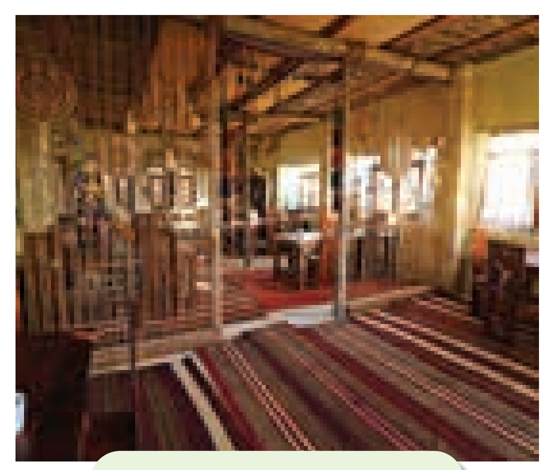
4 They like to learn about local ______________ projects and local culture.

5 Here in Egypt, we have some very nice projects looking after the ______________ reefs.

6 Tourists come to the Red Sea and the guides tell them where they can ______________.



A tourist diving in the Red Sea near a coral reef



Siwa Oasis Tourism UNESCO Eco Village



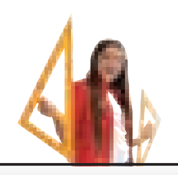
6 Work with a partner. Discuss the questions

1 What do you think of eco-tourism?

2 What are the pros and cons of eco-tourism?
Make a list in your notebook, and write five sentences. Discuss as a class.

Pros	Cons
It helps the environment.	It's not as comfortable as normal tourism.





MATH

Number sequences

What's a number sequence?

A number **sequence** is a list of numbers that are linked by a rule. If you **work out** the rule, you can find the next number in the sequence. Look:

1 3 5 7 9 11 13 15

The difference between each number is 2.
So the rule is to add 2 to each number.
Now you can work out the next number in the sequence: 15 + 2 = 17.

Try This
Houses in Nubian villages are numbered like this:
2 4 6 8

What are the next 4 numbers?

a ____ **b** ____
c ____ **d** ____

1 Write the numbers to complete the rules

1 5 10 15 20 25 30 Rule: add ____
2 7 10 13 16 19 22 Rule: add ____
3 0 10 20 30 40 50 Rule: add ____

2 Write the next two numbers in each sequence

1	11	15	19	23	27	31
2	6	12	24	48		
3	21	30	39	48		
4	3	10	17	24		
5	40	51	62	73		



A number sequence can go up (= we add numbers +) or down (= we subtract numbers -):

10 12 14 16 18 20 22 24 (add 2)

24 22 20 18 16 14 12 10 (subtract 2)



3 Write the missing numbers in each sequence

1 85 80 75 70 65 60 2 25 34 ___ 52 61 ___

3 ___ 20 40 80 ___ 320 4 50 ___ 42 38 ___ 30

5 28 ___ 48 58 ___ 78 6 64 55 46 37 ___ ___



4 Look and read. Write the next three numbers in the Fibonacci sequence.

0 1 1 2 3 5 8 13 ___ ___ ___

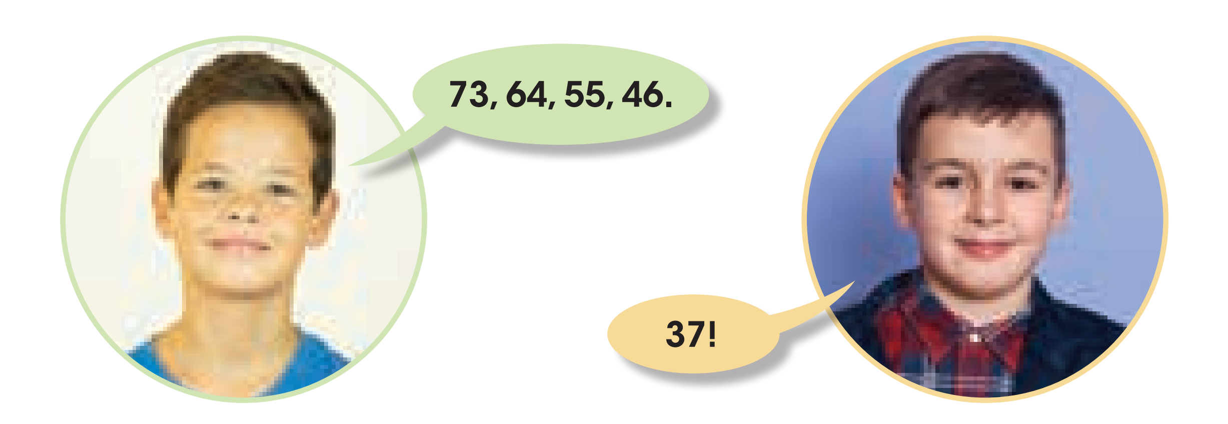
The Fibonacci sequence

Fibonacci was a famous Italian **mathematician**.
He noticed a number sequence that was very useful for math and other sciences. Because he was the first to talk about this sequence, it took his name. It's called 'the Fibonacci sequence'.

In this sequence, you find the next number if you add the two previous numbers together: 0, 1, 1, 2, 3, 5, 8, 13, …



5 Work with a partner. Think of a rule for a number sequence. Tell your partner four numbers. Can he/she work out the next number?




UNIT 4

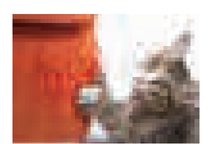


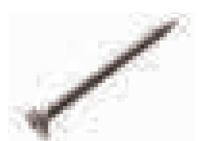
LESSON 4
PRONUNCIATION

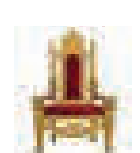
1 Look and say. Then listen and repeat

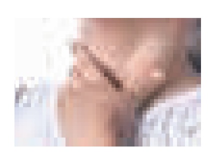

1 strawberry


2 string


3 scratch


4 screw


5 throne


6 throat

Some words are hard to say because there are three consonants together.

scr – screen

str – street

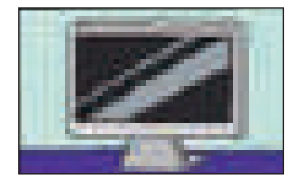
thr – through

Let's look at these and help you say them.



2 Look and complete the words with the letters in the box. Listen and check. Then listen and repeat

eam ee ~~een~~ eet ong ow

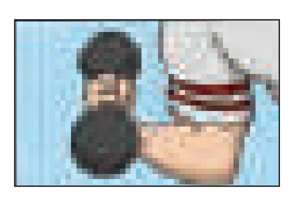

1 scr*een*


2 str____


3 thr____



4 thr____


5 str____


6 scr____



3 Listen and write

1 ____________ 2 ____________ 3 ____________

4 ____________ 5 ____________ 6 ____________





4 Read and write. Then listen and repeat

The king sat on his **1** t_______________ eating **2** s_______________ on a **3** s_______________. He was **4** s_______________ his **5** t_______________. He heard a **6** s_______________. A **7** s_______________ man came to help.

5 Look and check (✓) the correct words. Correct the spelling mistakes in the other words

1 milc ☐
milk
____

2 cake ☐
____

3 chokolate ☐
____

4 ise skating ☐
____

5 lakke ☐
____

6 beans ☐
____

7 belt ☐
____

8 mountaine ☐
____

9 sneekers ☐
____



6 Work with a partner. Say ten words from the book for your partner to write. Check his/her answers



I HELP MY COMMUNITY



Listen and read. How does Maged feel at the end? Why?

Maged and the community garden

Maged's mom invited him to go to the **community** garden with her. At first, he didn't like it. It was dirty and **messy**, and he thought he didn't like plants. But Maged is a kind boy and he went to help his mom.



Together, they worked in their part of the garden. They dug the soil. He and his mom planted their vegetable and fruit seeds.

He **made friends** with the other people at the community garden. After working in the garden, Maged and his new friends sometimes went to play football in the park.

He remembered what he learned about looking after plants at school. He **watered** the plants every day to keep them healthy. He took out the **weeds** – the harmful plants. He made sure the plants got lots of sunshine to help them grow.

He started to love the garden and was very happy to go there every day. It was so great to see the plants get bigger and bigger. Every day there was a **surprise**, with a new tomato or some new beans.

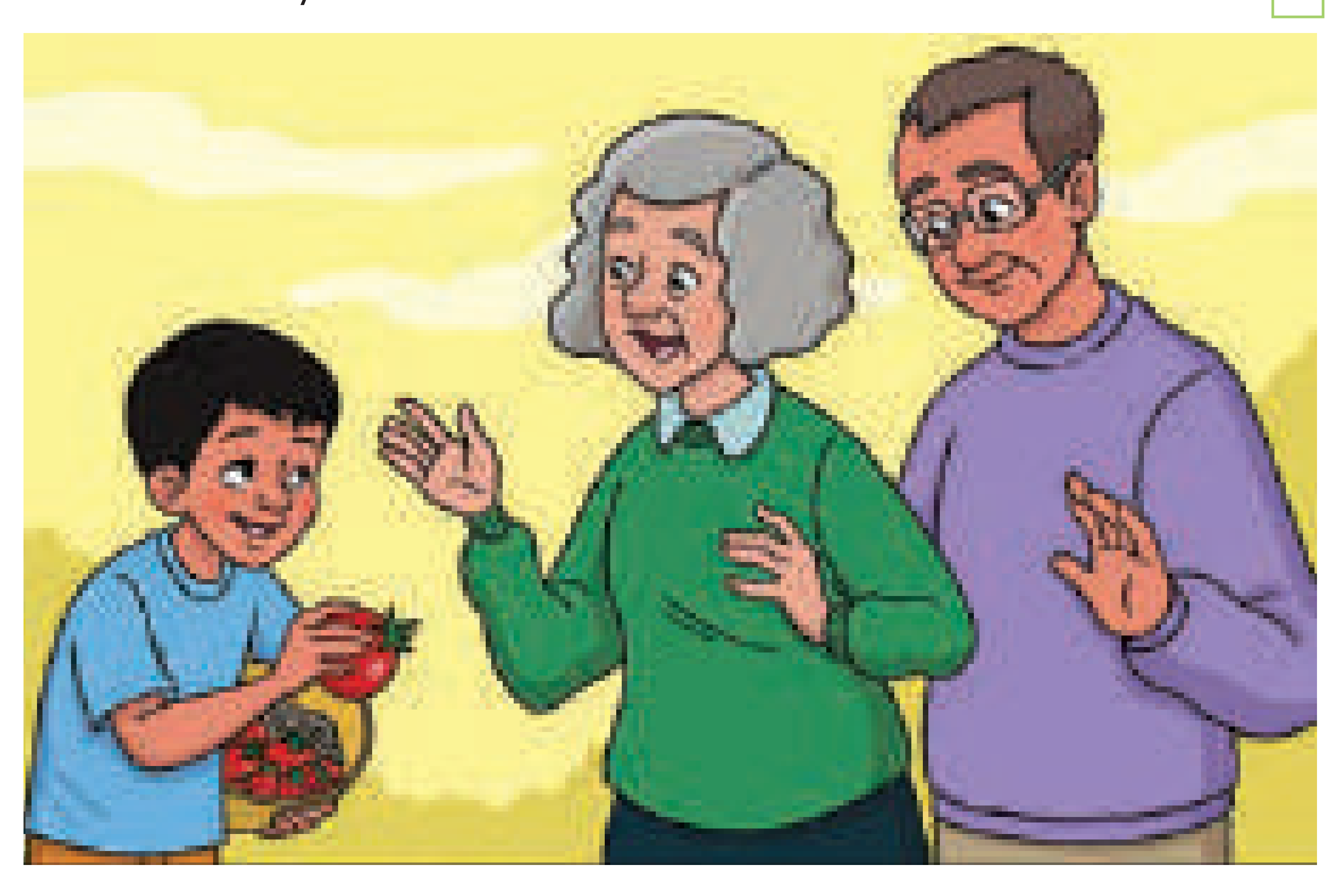
When all the fruit and vegetables were ready, the best thing was picking everything. Maged and his mom took the beans, tomatoes, and strawberries to the people in the community – the older people and the people who were ill. They were so happy to receive all the delicious food and Maged felt very **glad**.

Now Maged loves the garden and teaches others about growing plants.



8 Read again and answer *T* (True) or *F* (False)

1 Maged had an idea to take part in the community garden. F
2 He helped his mom in the garden.
3 He planted flowers in the garden.
4 He made some new friends at the community garden.
5 He enjoyed growing things in the garden.
6 When all the fruit and vegetables were ready, he gave them to his family.





9 Work with a partner. Discuss questions 1–4, then rewrite the story in your own words. Write 30–40 words in your notebook

1 Re-tell the story about Maged and the community garden together. Do you like the story? Why?
2 Would you like to take part in a community garden project?
3 Why do you think the community garden is good for the community?
4 Why is it good to eat food from a community garden?


UNIT 4

LESSON 5 TABA: MY FAVORITE ECO-RESORT

1 Look and read. Why is Taba good for eco-tourism?

Eco-tourism in Egypt

Taba is an excellent example of a part of Egypt where eco-tourism works well. You can find valleys, mountains, desert, and the sea there.


Camp in Sinai, Egypt

You can find fantastic **wildlife** in Taba, like the Nubian ibex and rare birds. This is very good for the eco-tourists because they can go and enjoy the environment.

The local people are very friendly, so the eco-tourists can have a meal with them or talk to them about their culture.


Nawamis Structure – Sinai, Egypt

If you like history, there is lots in Taba. There's *Nawamis*, a village of round, very old buildings. They are fascinating!

Eco-tourists in Taba can enjoy diving, **hiking**, and camping. They can stay in camps and **eco-lodges**.

You can find everything in Taba for a great holiday!



2 Read again and complete the table

Where?	Taba, Egypt
Wildlife	
Places to visit	
Activities for eco-tourists	



3 Work with a partner. Follow the instructions

1 Find the adjectives in the box in the text. Are they giving facts or showing the writer's opinion?

excellent   fascinating   fantastic

2 Now find three more adjectives in the text that do the same thing.



4 Look at the flyer advertising the eco-holiday in Taba. Answer the questions

1 Where is the main heading? How do you know?

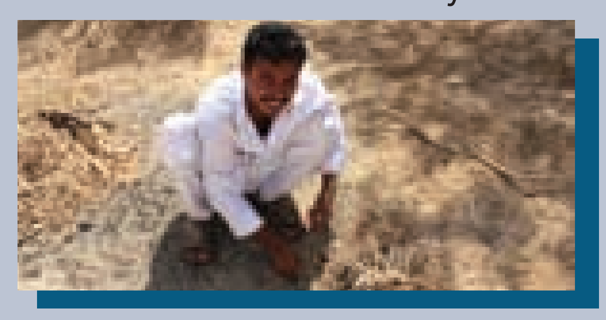
2 How many sub-headings are there? What are they?

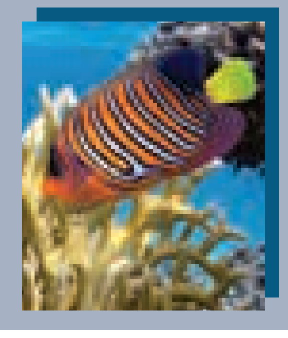
3 Would you like to stay there? Why / Why not?

Perfect eco-tourism in Egypt

Meet the local people

Talk to them about their way of life.





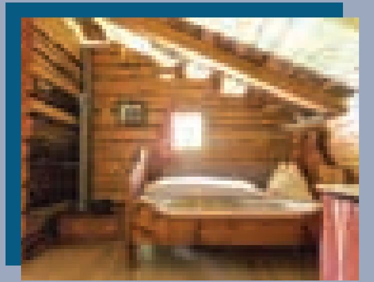
Enjoy the wildlife

Come and see the most fantastic wildlife in Egypt! We have wonderful fish, birds, and animals.

Enjoy the local culture

Visit Nawamis, a 6,000-year-old village.



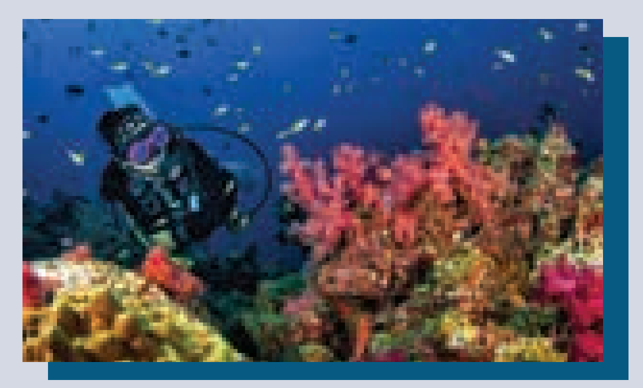


Stay in our comfortable huts

They are cool and eco-friendly.

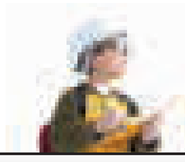
Take part in exciting activities

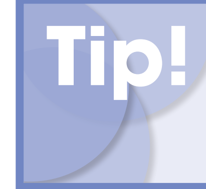
You can hike, swim, and dive.





UNIT 4

LESSON 6  PROJECT



Tip! An eco-destination is a place you are going to which is good for the environment. This is because people there look after the environment.



1 Read and do

1. Work in groups. Choose an eco-destination. It can be in Egypt or another country. Then plan a flyer about it.
2. Decide who will find the photos or draw the pictures.
3. Start making your flyer. Put in your main heading and your sub-headings, and see how it looks.
4. Use the flyer on page 87 to help you.
5. Check your text with your teacher before you write it on your flyer.



2 Show your flyer to the class

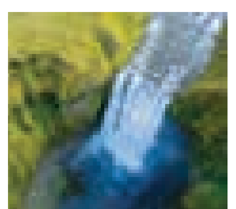
3 Discuss

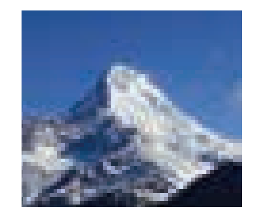
Talk to your classmates about their flyers. Tell them what you like. Tell them what you learned from their flyers.

SELF-ASSESSMENT



1 Look and write








1 w_t_rf_ll   2 l_k_   3 m_ _nt_ _n



4 f_r_st



2 Change the sentences

1 He was walking down the road. (–)
He wasn't walking down the road.

2 She wasn't eating an ice cream. (+)

3 They were looking at photos. (?)

4 We were watching TV. (–)

5 Was it raining? (–)

6 You weren't talking to me. (?)



3 Think about Unit 4

Write two things you enjoyed.

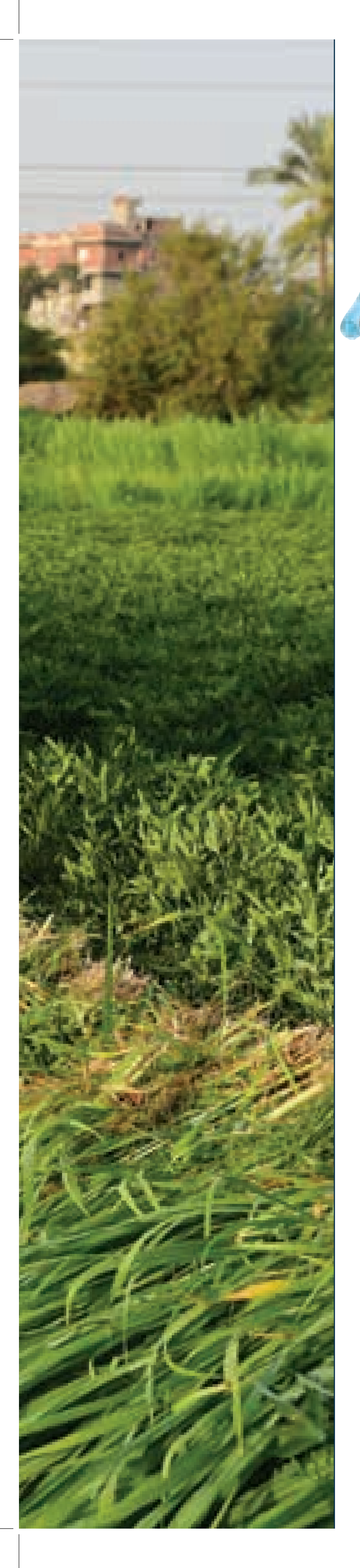
Write two things you learned.



UNIT 5

Jobs we do

An Egyptian farmer



In this unit I will ...

- listen, read, research, and write about different types of jobs in Ancient Egypt.
- understand ecosystems.
- learn about jobs in tourism.
- practice using the present simple to talk about routines.
- practice using *must* to talk about obligation.
- understand and discuss a traditional tale.
- learn to say words with diphthongs.
- understand pie charts.
- write about the pros and cons of different jobs.
- make a poster about teamwork.



Look, discuss, and share

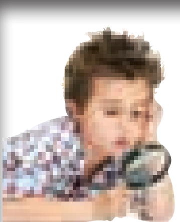
Look at the photo. What is the man's job? Would you like to do this job?



Did you know?

More than 25% of people in Egypt work in farming.

Farming brings a lot of **income** to Egypt.



Find out

What other jobs are popular in Egypt? Share your answers with your partner.



LESSON 1 JOBS IN ANCIENT EGYPT



Listen and read. Why couldn't many people work as scribes?



Temple of Hatshepsut, female ruler of Egypt, c. 1473-1458 BCE

Jobs in Ancient Egypt

People in Ancient Egypt worked very hard. Everyone had a job. They could work as fishermen, bakers, doctors, and traders. But most people worked as farmers. Farmers were very important for Ancient Egypt's **economy**. They worked in fields which were near their homes. They planted crops, usually **grains** like wheat, corn, and flax. They grew vegetables and fruits, too.

Ancient Egyptian **craftsmen** were very good too. They made beautiful paintings and beautiful gold jewelry and sculptures. They used to weave beautiful clothes and make colorful cooking pots. The craftspeople were **skillful** and everybody in the community respected them. Fewer people worked as **scribes**. Scribes knew how to read and write well. Egyptian writing was not easy to learn. Scribes spent many years learning **hieroglyphs**, and this was very expensive.

Ancient Egyptian women worked at home and could work outside, too. Women cooked meals, cleaned the house, and took care of their children. Women could weave baskets, bake bread, and make sandals, and they could sell them at the market as well. They could even become pharaohs. One famous queen in Ancient Egypt was Hatshepsut.

Everyone in Ancient Egypt knew that work was important for life, so the Ancient Egyptians were very successful!

2 Listen again and write *T* (True) or *F* (False)

1 Everyone in Ancient Egypt could become a scribe. ________

2 Craftspeople were respected in Ancient Egypt. ________

3 Women worked at home only. ________

4 Farmers could plant fruit, vegetables, and grains. ________

5 There were very few jobs in Ancient Egypt. ________



3 Listen and repeat. Then match the words to their descriptions

doctor craftsman trader ~~scribe~~ hieroglyphs

1 _scribe_ People with this job were very important in Ancient Egypt. They could write everything down. They kept **records** and lists for important things.

2 ______________ People who did this job traveled up and down the Nile. They bought and sold things like gold, wood, linen, and grains.

3 ______________ If you were good at making things, this was a good job for you. People with this job made things from clay, wood, and gold.

4 ______________ A system of writing which consisted of about 500 signs, written in rows and columns. People used it in Ancient Egypt.

5 ______________ Both men and women could do this job, too. You had to go to medical school to have this job. You had to look after people who were ill and make medicine.

4 Now listen and check

5 Say which job you would like to have. Say why

I want to be a craftswoman. I like making beautiful pots from clay.

6 Look at these jobs. Choose one and write 2-3 descriptions, like the ones in Exercise 3

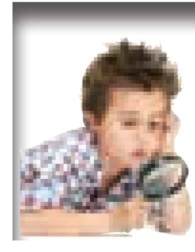
fisherman farmer teacher

____

____

____

____



Find out

What other jobs did people in Ancient Egypt do?

UNIT 5

LESSON 2 CLIL SCIENCE

Ecosystems

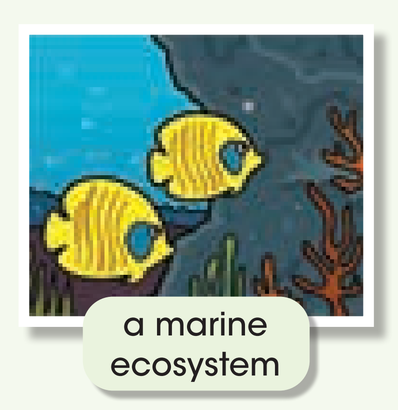


1 Think and say

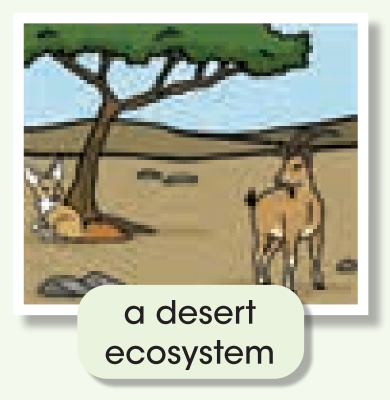
Think about the Nile River. It is the most important source of fresh water in Egypt. A lot of plants and animals live near or in the river. Name as many plants and animals that live in or near the river as you can.



2 Listen, read, and look. Are all ecosystems the same?



a marine ecosystem



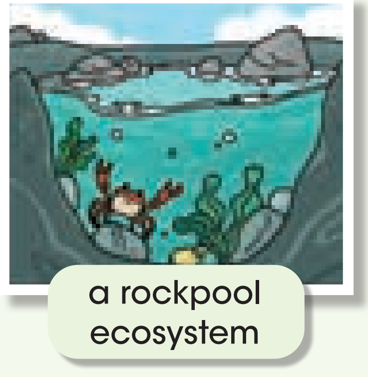
a desert ecosystem

What is an ecosystem?

Everything in the natural world is connected. This connection between **living** and **non-living** things is called an **ecosystem**. Ecosystems can be small, like a **rockpool**, or they can be very big, like the Amazon rainforest. The living things in a rockpool are fish, crabs, and seaweed. The non-living things are rocks, water, sand, and sunlight. All these things work together to make an ecosystem. There are lots of different ecosystems on Earth.



a freshwater ecosystem



a rockpool ecosystem

3 Look at the words in bold in the text. Match them to their meanings

1	living	**a**	something that isn't alive
2	non-living	**b**	all the animals, plants, rocks, etc., in a place
3	ecosystem	**c**	a small area of water with rocks, crabs, seaweed, etc.
4	rockpool	**d**	something that is alive

4 Look and write

crab fish insect ~~rocks~~ sand seaweed sunlight tree water

1 rocks

2 ____

3 ____

4 ____

5 ____

6 ____

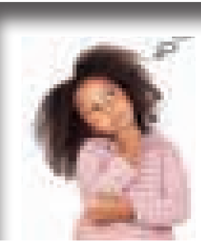
7 ____

8 ____

9 ____

5 Are the things in Exercise 4 living or non-living? Write the words in the correct group

Living things	Non-living things
	rocks



Think!

What do we need to survive?
Can you think of three things?



6 Listen and read. What do animals and plants need to survive?

Why are ecosystems important?

Everything in the natural world is connected. An ecosystem is a place where animals, plants, and other living things live together. Animals and plants need each other to live. They also need **suitable** conditions.

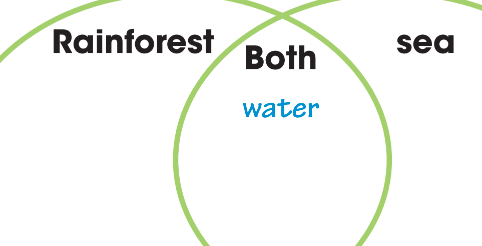
Animals eat plants, insects, and other animals to survive. They need food, water, and shelter. And they need the weather to be at the right temperature.

Plants need sunlight and water to survive. Some plants need animals, birds, and insects to carry seeds to other areas so they can grow. They also need the right climate.

Climate is also an important part of an ecosystem. Trees give us oxygen. This makes the air cleaner and allows plants, animals, and humans to live in a comfortable environment.

7 Look at the photos of two ecosystems. Then complete the diagram with the words in the box

dolphins fish insects monkeys
rocks sunlight ~~water~~

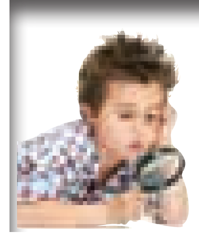








8 Add more words to the diagram in Exercise 7



Find out

Do some research. Choose an ecosystem. Find out what living and non-living things make this ecosystem. Draw and label a picture.



9 Read and write

desert marine freshwater

Endangered means that there are not many of a plant or animal left in the world. This is because their habitat has been lost or because too many of them have been killed.

1 Egypt's ______________ ecosystem

Egypt's **coast** includes the Mediterranean Sea and the Red Sea. In both of these seas, there are many different plants and animals. Some of them, like turtles, birds, and mangrove trees, are **endangered**. There are more than 800 types of seaweed and more than 200 types of coral.

2 Egypt's ______________ ecosystem

About 90% of Egypt's land is desert areas. It looks like nothing can live in these areas, but there are many different animals in Egypt's deserts, such as camels, gazelles, **jackals**, ibex, and foxes. There are also some plants, such as tamarisk and acacia.

3 Egypt's ______________ ecosystem

The banks of the Nile River have many different **species** of animals and plants, like hippos and bamboo. There is lots of fresh water, not saltwater like the sea. Many water birds live in the **reeds** on the river bank. It's a good place for them because there are plenty of fish to eat.

10 Read again and circle the correct words

1. Egypt borders **two / three** seas.
2. Turtles are an **extinct / endangered** species.
3. Ibex and foxes **live / don't live** in the desert.
4. **Some / No** plants can live in the desert.
5. The water in the Nile is **freshwater / saltwater**.
6. The river bank **is / isn't** a good place for birds.



LESSON 3 TOURISM HELPS OUR COMMUNITY



1 Work with a partner. Discuss

Do you know anyone who works in tourism?
Who? What do they do?

My uncle is a taxi driver. He drives people from the airport to their hotels.



2 Listen and read. Underline all the jobs in the text as you hear them

My trip to Nubia with a tour guide

TAGGED POSTS VIDEOS

Today more than three million people in Egypt work in tourism. There are hotel managers, waiters, chefs, boat captains, hotel workers, farmers, drivers, and shop owners. All of these people help to make Egypt one of the world's best places to visit for a holiday. And of course, one of the most important jobs is a tour guide.

Tour guides show tourists the country they are visiting. They need to know about the places that the tourists want to visit, but they also need to be friendly and **welcoming** so that the tourists have a good holiday.

One place you will find amazing Egyptian tour guides is in Nubia. Nubia has many historical monuments and interesting places to see, like the Great Temple of Ramses II, Elephantine Island, and the island of Philae. One of my favorite trips last year was to the small village of Abu Simbel. The hotel chef had prepared a delicious breakfast of bread, yogurt, and fresh fruit for us to eat before we left with Ali, our tour guide. Rami, the taxi driver, told us stories of old Nubia and its history all the way to Abu Simbel.

The Great Temple is wonderful and Ali told us all about its history. He knew such a lot and we learned so much from him. It's amazing to think that builders, architects, and **archaeologists** were able to **move** the enormous temples! We also bought **souvenirs** from the market traders near the temples. Rami took us to a local restaurant where the chef made us a delicious traditional dinner and we watched the beautiful sunset over Abu Simbel. It was the best day of our holiday!

Abu Simbel



3 Read again and circle *a* or *b*

1 What is the main point in the first paragraph?

- **a** to give a list of jobs in tourism
- **b** to say that there are many different jobs in tourism

2 Why does the writer think that tour guides are important?

- **a** they work with drivers and big hotels
- **b** because they know the most about the sites in Egypt

3 Why does the writer tell us that the taxi driver 'told us stories of old Nubia'?

- **a** to show that the writer had an interesting time on the journey
- **b** to show that all taxi drivers are fun

4 Which people did the writer meet at Abu Simbel?

- **a** market traders
- **b** builders

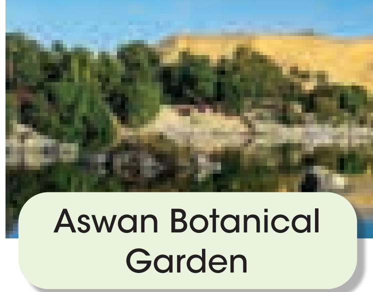
5 Why did Ali tell the writer about the builders, architects, and archaeologists?

- **a** Because they are part of the temple's geography.
- **b** Because they were able to do something very important with the temples.

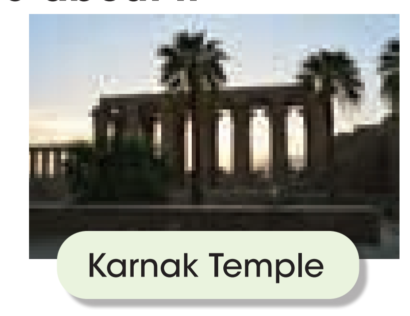
Research



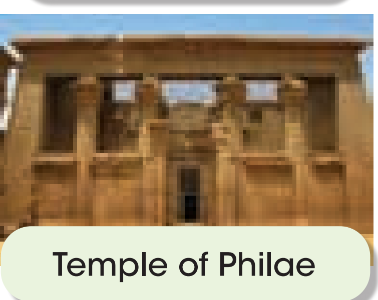
4 Imagine you are a tour guide in Egypt. Choose a good place for tourists. Find out some facts and other information. Write about it



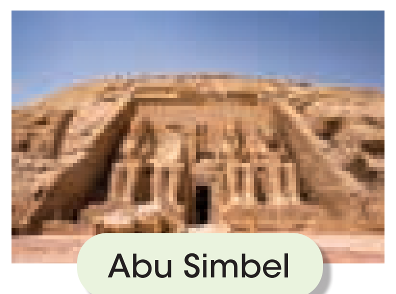
Aswan Botanical Garden



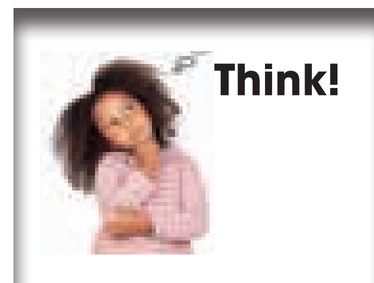
Karnak Temple



Temple of Philae



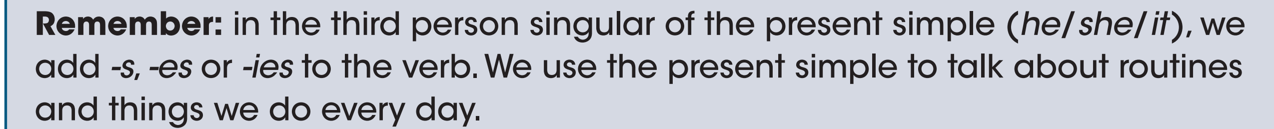
Abu Simbel



Think!

Do you think is it important for people with jobs in tourism to be friendly? Why?

UNIT 5



Language focus

Remember: in the third person singular of the present simple (*he*/*she*/*it*), we add *-s*, *-es* or *-ies* to the verb. We use the present simple to talk about routines and things we do every day.

I **eat** fruit.	It **eats** fruit.
We **catch** a bus.	She **catches** a bus.
You **fly** a plane.	He **flies** a plane.

5 Look, read, and write. Use the correct form of the verbs in the box

ask check cook cut ~~drive~~ open



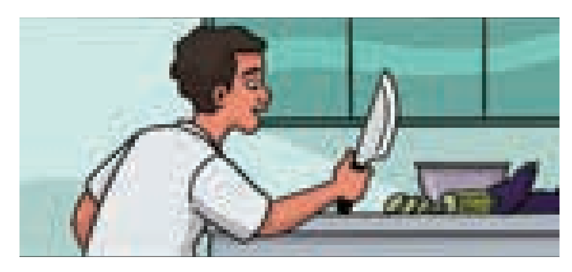
1 I ___drive___ to work at 10 am.



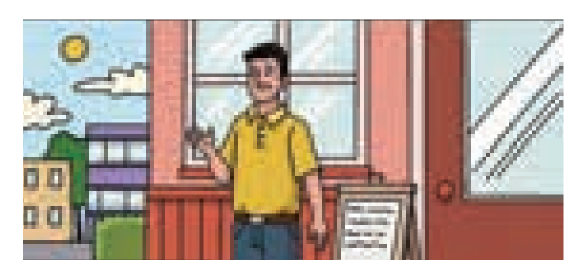
2 I ______________ the menu and make sure we have the right food.



3 My boss ______________ me to prepare the vegetables.



4 I ______________ the vegetables with a sharp knife.



5 At midday, the manager ______________ the restaurant.



6 We ______________ lots of delicious food for our customers.

6 Complete the sentences with the correct form of the verbs in the present simple

1 Mrs Soha ______________ (work) in a school.
2 My sister ______________ (study) at Mansoura University.
3 We ______________ (play) computer games at the weekend.
4 I ______________ (eat) yogurt and melon for breakfast.
5 Mr Said ______________ (catch) the bus to Cairo every morning.

7 Read. What is Walid's job?

Walid looks after hippos. He must make sure they are happy and healthy. He must prepare their food. He must give them fresh water to drink. He must give them a bath. He must even clean their teeth!



Language focus

We use *must* when we talk about something that we have to do. We use *mustn't* (*must not*) when we are not allowed to do something.

I **must buy** some oranges. We **mustn't talk** in the library.

8 Complete the sentences with *must* or *mustn't*

1 I ______________ do my English homework. ✓
2 You ______________ walk on the grass. ✗
3 You ______________ look after the environment. ✓
4 Nadim ______________ tidy up the kitchen. ✓
5 Nahla ______________ wake her sick brother up. ✗
6 You ______________ forget to take a hat today. ✗

9 Write two things you must do and two things you mustn't do to help at home

____

____



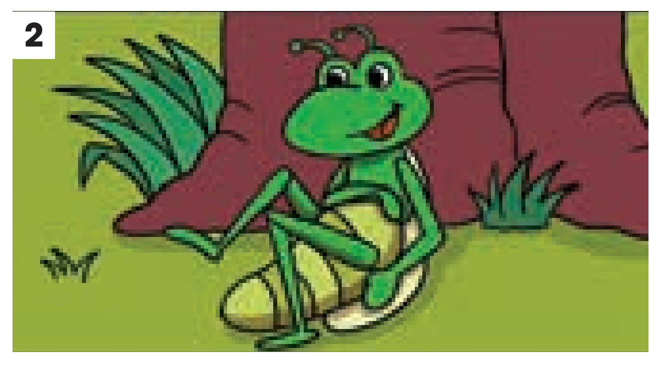
LESSON 4 THE ANT AND THE GRASSHOPPER



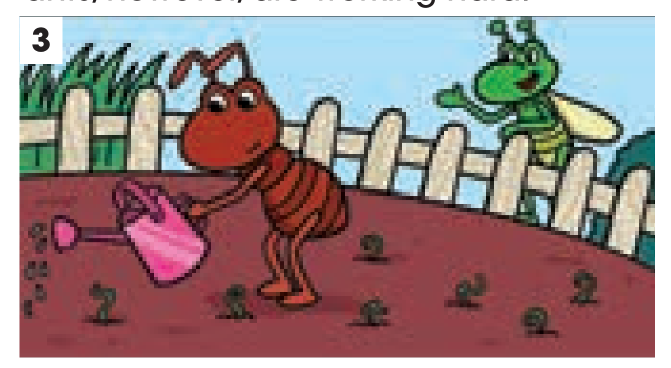
Listen and read. What does the Grasshopper want to do?



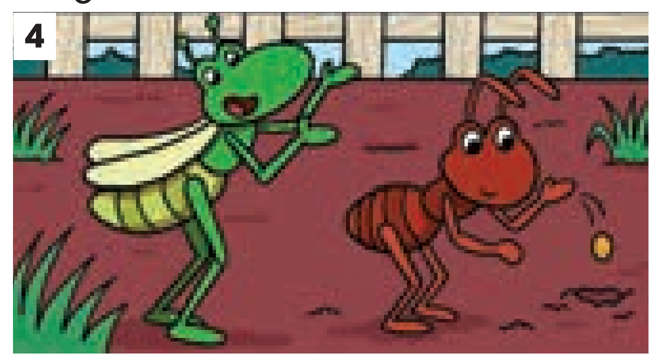
It's spring. The sun is shining and the fields and gardens are full of flowers for the animals and insects to eat. It's a lovely day. The bees are **buzzing** and the butterflies are flying in the sun. The ants, however, are working hard.



The lazy grasshopper spends most of his time **relaxing**. He doesn't like to work. Today, he is resting against a tree when he hears a strange sound. He wants to find out what it is. He looks over the garden **fence**.



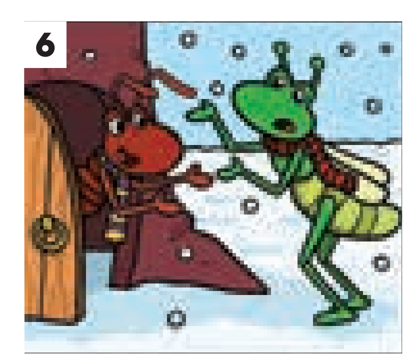
"What are you doing, Ant?" asks the grasshopper. "I'm working," replies the ant. "But it's a beautiful day," says the grasshopper. "Why don't you stop working and we can have some fun?" "Thank you, but I need to **carry on** with my work," says the ant.



"But working is so **boring**," replies the grasshopper. "Maybe," says the ant, "but it's something we all have to do. We must think about the future, not just today." The grasshopper didn't understand and so he just **hops away**.



Soon, it is fall. The ant has worked hard and all his crops have grown well. The ant doesn't stop working until he has harvested all the food and taken it inside for the winter.



Soon, it is winter and it is very cold. The grasshopper is hungry. He doesn't have any food and he can't find any. Suddenly, he remembers the conversation he had with the ant. He **knocks on** the ant's door. "I understand you now, Ant. You worked and now you have food. I didn't work and now I'm hungry." "Come in," says the ant. "Yes, it's fine to have fun, but it's also very important to work hard, too."

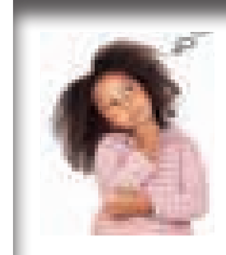
2 Read and circle

1 The grasshopper is surprised when he sees the ant because …
  - a The ant doesn't like playing football.
  - b The ant is ignoring him.
  - c The ant is working hard to prepare for winter.
  - d The ant prefers to play with other insects.

2 *The Ant and the Grasshopper* teaches us …
  - a that ants are boring insects.
  - b that it's important to work to prepare for the future.
  - c that some insects work harder than others.
  - d that it's important to have fun every day.

3 Discuss these questions with a partner

1 What did the ant do during the spring?
2 What did the grasshopper do during the spring?
3 Was the ant prepared for the winter?
4 Was the grasshopper prepared for the winter?
5 What do you think the grasshopper will do next spring?



Think!

Can you think of something you can do now that will help you in future? Tell your friend.

I will do all my homework tonight so I can play with my friends at the weekend.



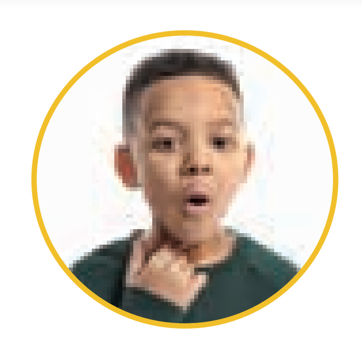
UNIT 5



PRONUNCIATION



1 Listen and repeat



/aʊ/	/aɪ/	/ɔɪ/
down	why	boy
town	light	enjoy

2 Say. Write the words in the correct group in Exercise 1

1 brown
2 buy
3 eye
4 loud
5 mouse
6 noise
7 point
8 toy
9 try



3 Listen and check. Then listen and repeat

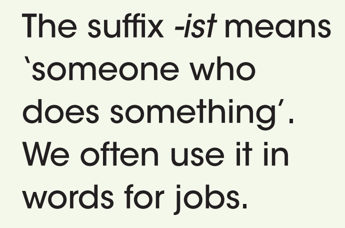
4 Look and write



1 She's a biolog__ __ __.

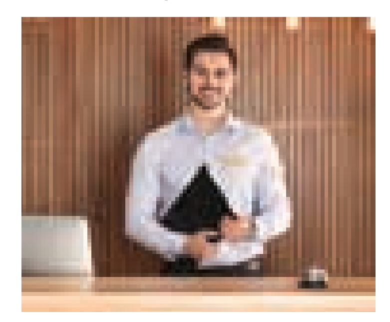


2 She's a journal__ __ __.



The suffix *-ist* means 'someone who does something'. We often use it in words for jobs.

He's a dent**ist**.



3 He's a reception __ __ __.



4 She's a pian __ __ __.

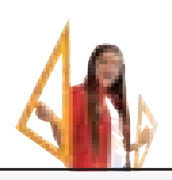


5 He's a scient __ __ __.



5 Listen and check. Then listen and repeat

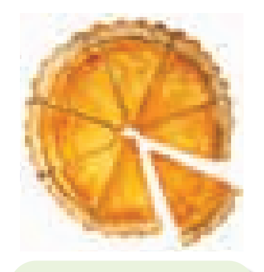


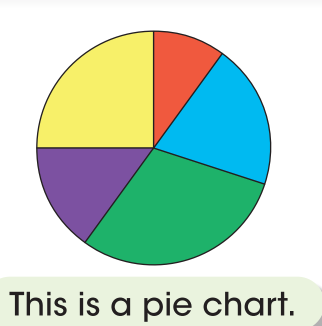




Pie charts

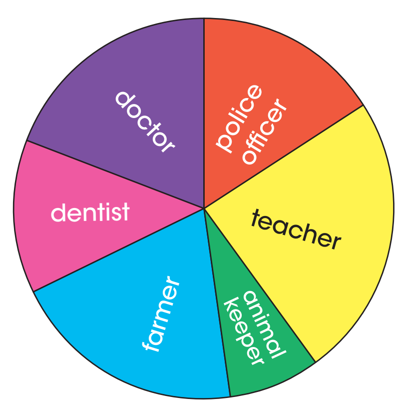
1 Look and read


This is a pie.


This is a pie chart.

2 A pie chart is a way of showing information. Look. What is the most popular job?

What job do you want to do?	
police officer	16
teacher	24
farmer	20
animal keeper	8
dentist	13
doctor	19



3 Match the tables to the pie charts

1

Do you want to work indoors or outdoors?	
indoors	7
outdoors	3

2

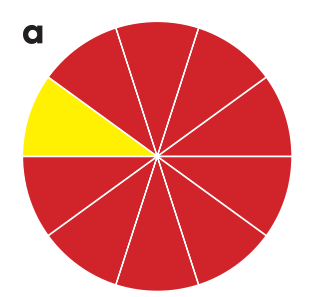
Do you want to wear a uniform at work?	
yes	2
no	8

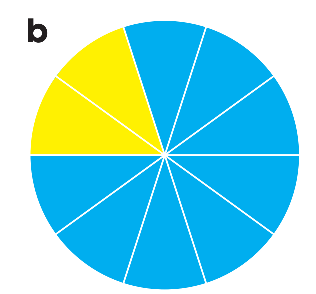
3

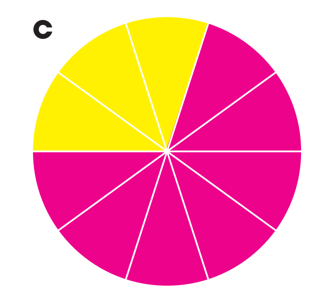
Do you want to work with animals?	
yes	1
no	9

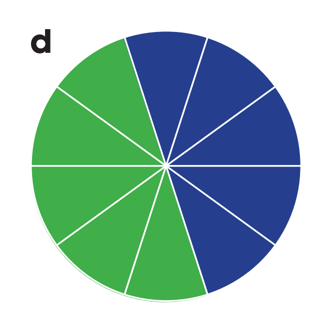
4

Do you want to work in an office?	
yes	5
no	5

a


b


c


d




4 Do a survey on favorite jobs in your class and make your own pie chart

LESSON 5 WRITING

1 Read. What are Rana and Sherif's jobs?

My name's Rana. I work with animals and I love my job. If animals are sick or injured, I help to make them better. Some days I work inside and people bring their animals to me. If an animal needs an **operation**, the room has to be very, very clean.

On other days, I go to people's houses or farms to check on the animals. It can be very dirty in some places, but I don't mind! I lived on a farm when I was younger, so I'm used to it, and I love the countryside. What's the worst part of the job? It's when an animal gets sick in the night and I have to get out of bed!



Rana is a *doctor / vet.*



Hello, I'm Sherif. When I was young, I knew I didn't want to work with animals. They scare me! I'm not keen on being outside, so I wanted an office job. When I was young, I loved playing computer games. I also really enjoy solving problems. So, in my job, I do both! I also enjoy working with other people. There are 16 people in my team. We don't always agree, but we **work out** the best solutions.

Sherif is a *computer programmer / vet.*

2 Read again and answer

1. What does Rana like about working with animals?

____

2. Why did Sherif not want to work with animals?

____

3. Would you prefer to have Rana's job or Sherif's job? Why?

____



3 Read the ideas in the box and write about a job you want and a job you don't want. Give reasons. Write 30 – 40 words

When you're thinking about a job, it's important to think about what you like and dislike. Think about …

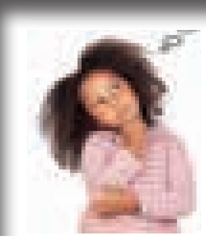
- being indoors or outdoors
- traveling long distances
- getting up very early
- writing reports
- meeting/talking to new people

It's also important to think about what you're good at and what you're not so good at. Think about …

- solving problems
- helping sick people/animals
- making new friends
- reading lots of information
- working in a team

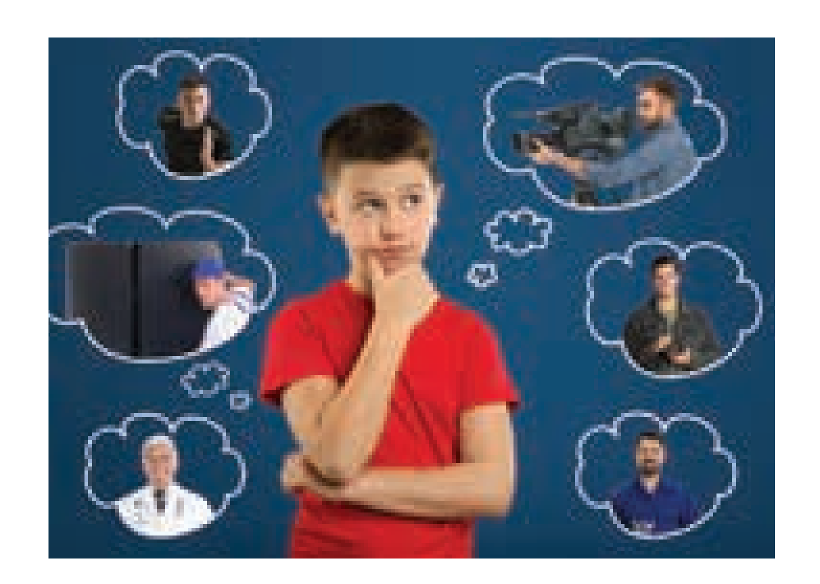
When I'm older, I want to be a … because … . I think this is a good job for me because I like … . I'm good at … and I enjoy … .

I don't want to be a … because I'm not good at … . Also, I don't really enjoy … .



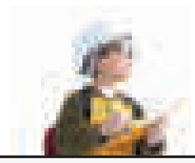
Think!

Imagine: there's something that you don't like about your job. What can you do to make things better?





LESSON 6



PROJECT



1 Read. Can you think of other times when you work in a team? Do you like it?

Teamwork



I work in a team in science when we're doing an experiment.

I work in a team when I'm playing football.



I work in a team when I help Mom in the kitchen at home.





I work in a team for the school **concert**.

When you work in a team, you work with other people to do something together. For example, the aim of a football team is to win. You work with your **teammates** to do this. You can't win a football match by yourself!

2 Read and do

1 Make a poster about teamwork.

2 Draw or find some pictures you can use.

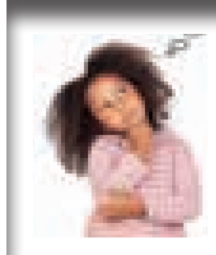


3 Show your poster to the class



4 Discuss

Talk to your classmates about their posters.
Tell them what you like.



Think!

What happens if you disagree with a teammate? How do you work out a solution?

SELF-ASSESSMENT

1 Do you remember? Write the jobs

1 Ashraf looks after people's teeth. He's a ______________.
2 Gameela works in a school. She's a ______________.
3 Nader looks after sick animals. He's a ______________.
4 Youssef plays the piano. He's a ______________.

2 Complete the definitions with the words in the box

climate ecosystem oxygen rainforest

1 a forest in a tropical area that gets a lot of rain: ______________
2 the type of weather in a country or an area over a year or a season:
____
3 a gas that trees release into the air: ______________
4 the connection between living and non-living things: ______________

3 Look and complete the sentences with *must* or *mustn't*

1 You ___must___ stop.
STOP
2 You ______________ turn left.
3 You ______________ use your cell phone.
4 You ______________ be quiet.
5 You ______________ wash your hands.
6 You ______________ ride your bike here.

4 Think about Unit 5

Write two things you enjoyed.

____

____

Write two things you learned.

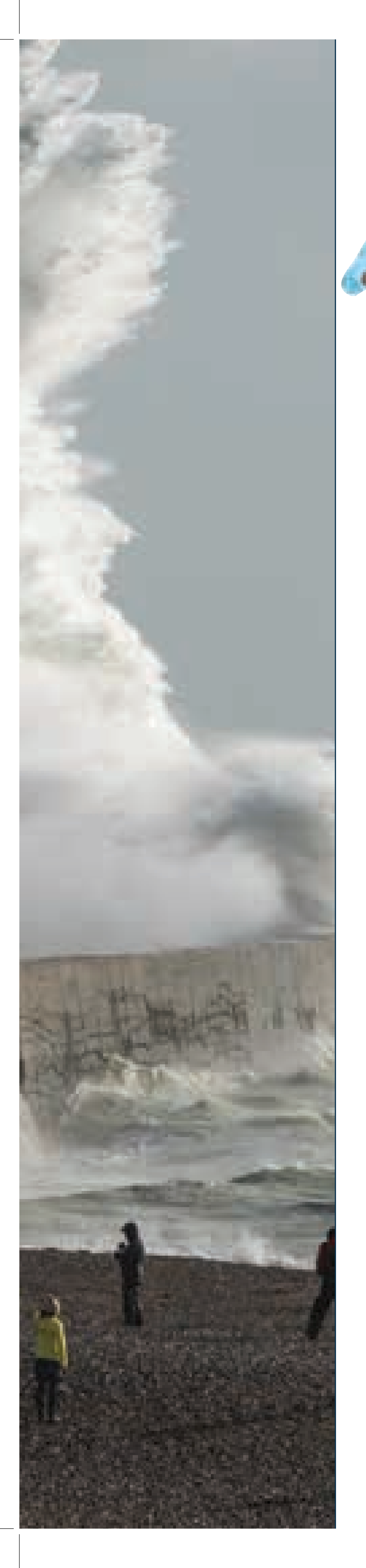
____

____

UNIT 6

A hurricane in East Sussex, UK

What's the weather like?



UNIT 6

In this unit I will ...

- listen, read, research, and write about the weather.
- read and listen to a short story about a heat wave.
- use adverbs of frequency with the present simple.
- understand a text about natural resources.
- understand a dialog about water pollution.
- learn to distinguish the /p/ and /b/ sounds and silent letters in words.
- use measurements of length and weight.
- write an account of extreme weather.
- research and make a leaflet about what to do in extreme weather.



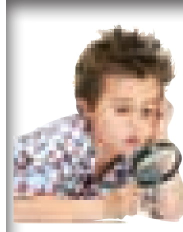
Look, discuss, and share

What is happening in the photo? Imagine you're there. What do you do?



Did you know?

The hottest day ever in Egypt was 51.1°C, in Aswan.



Find out

Find out about different extreme weather in Egypt. Think about the news and weather reports. Discuss with your partner.



LESSON 1 THE WEATHER



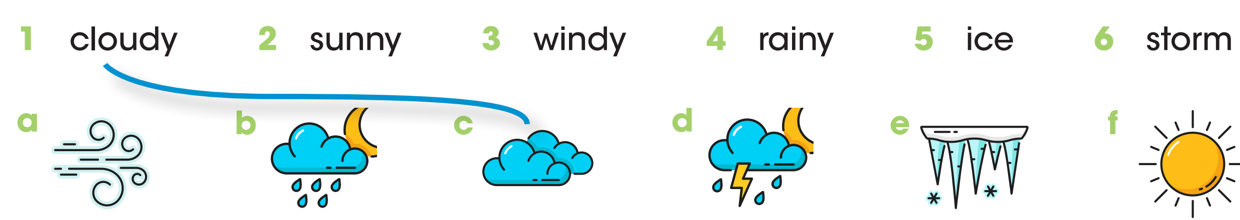
1 Look and write

~~cloud~~ ice rain rainbow snow storm sun wind



2 Look and match

1 cloudy 2 sunny 3 windy 4 rainy 5 ice 6 storm





3 Listen and circle. What are they talking about?

a weather in four cities in Egypt

b weather in five cities in Egypt



4 Listen again, and draw weather symbols like the ones in Exercise 2









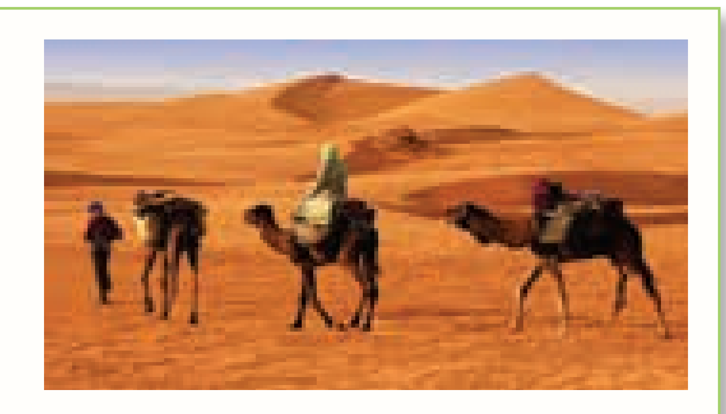
5 Listen again and complete the table

City	*Cairo*			
Weather	*rainy*			



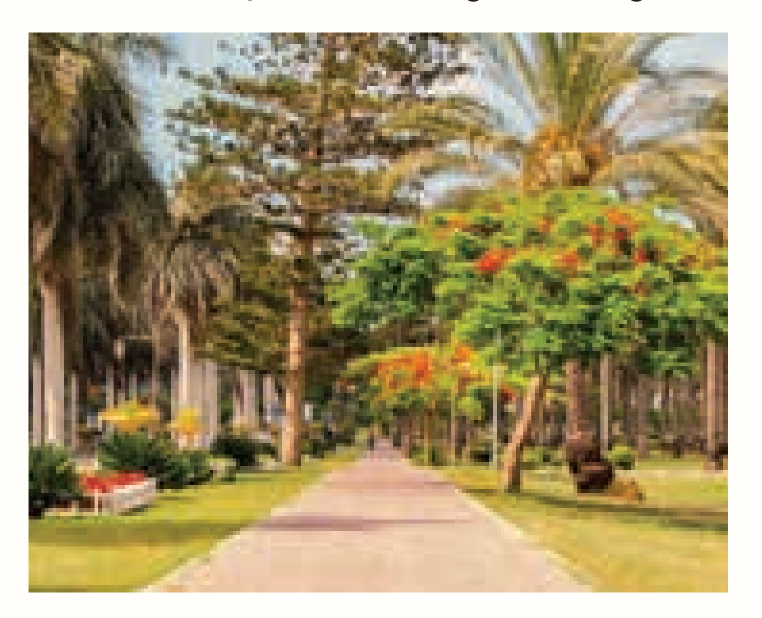
6 Read. Which city is very green?

The weather in Egypt



We have a nice variety of weather in Egypt, although it is usually very dry. We have very hot summers and the temperature sometimes goes to 50 degrees in some places! Our winters are cooler, and the temperatures can go down to around 12 degrees.

The desert has a very special climate, with very hot days and very cold nights, when the temperature can go to 0 degrees. This means that the people who live in the desert try to keep cool in the day and warm at night.



It doesn't often rain in Cairo – there's only about 25 mm of rain every year. It's very little when you look at London: London has about 600 mm per year. Now you can see why the Nile is so important for everyone in Egypt. It brings the water from the south.

By the sea, it rains a lot more – Alexandria has around eight times more rain than Cairo. That's why it's very green!

7 Read again and write the places

1 It has 25 mm per year. ____________

2 It's very dry. It's very hot in the day and very cold at night. ____________

3 It rains a lot – about eight times more than Cairo. ____________





8 Work with a partner. Discuss

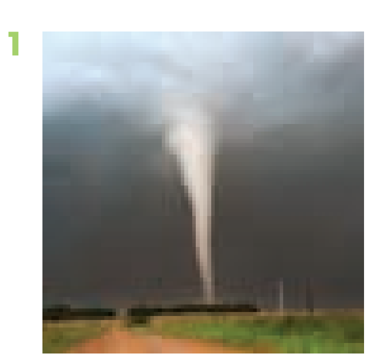
1. What was the weather like last weekend? What did you do?
2. What's your favorite weather? Why?
3. What's your favorite season? Why?

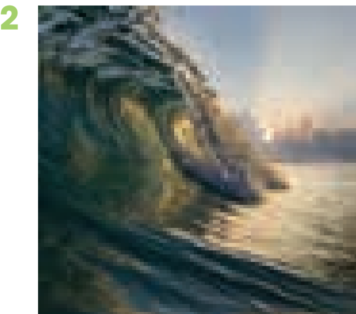
It was hot and sunny last weekend and I stayed at home. What about you?



9 Look and write

flood | heat wave | sandstorm | strong winds / storm | tidal wave | ~~tornado~~

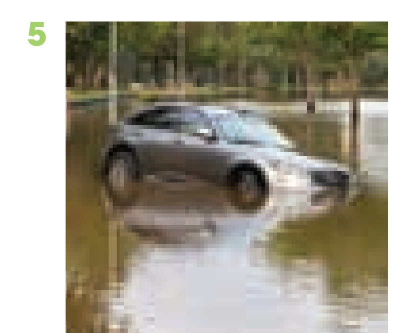
1. 
tornado

2. 

____

3. 
____

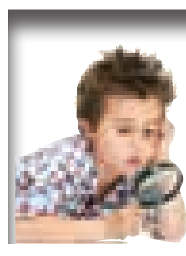
4. 
____

5. 
____

6. 
____

10 Talk about the photos in Exercise 9

1. Where can you find each type of weather?
2. Do any of these things happen in Egypt?



Find out

Did any of the things in the photos happen in the past? What happened?



11 Read Talia's story. What did she and her friend do?



My heat wave story



The very hot summer became a heat wave. A heat wave is when the temperature goes very high, above 40 degrees, and no one can do anything. We stayed in the **shade** and tried to drink lots of water. Mom asked me and my friend Lamia to go to the store to buy watermelon, grapes, and lemons to make lemonade to cool us down. We went to the store. We came back on the shady side of the street, and past all our friends' houses.

Suddenly, as we were passing Mrs Sohair's house, we heard a **cry**. Mrs Sohair is a very kind lady in her 70s and lives with her son, but he goes to work in the day. Lamia and I were worried and Mrs Sohair's door was a bit open, so we **knocked** and called 'Mrs Sohair!' At first there was no reply, then we heard a quiet voice, 'I'm here!' We went into the kitchen and she was on the floor! 'Help me!' she said. At first, we didn't know what to do, but then I ran outside and saw Mr Monib, who works **nearby**. 'Mr Monib, please help Mrs Sohair!' I called. Mr Monib came running. We all helped get Mrs Sohair onto a chair, then we gave her lots of water and some of our fruit. She said she went to the kitchen to get some water, but she felt ill and fell down because it was so hot. She couldn't get up. She was very happy we heard her, and we were happy we could help her!

12 Read again, and put the sentences in the correct order

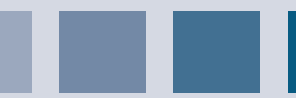
- a It was a very hot day. [1]
- b Talia's mom asked them to go to the store. [ ]
- c Mrs Sohair was lying on the floor. [ ]
- d Mr Monib and the girls helped Mrs Sohair. [ ]
- e They were on the street and heard a cry. [ ]
- f Talia and Lamia stayed in the shade at home. [ ]

13 Work with a partner. Discuss

1. Why do you think Mrs Sohair fell down in her kitchen?
2. How do you keep cool in a heat wave?

UNIT 6

LESSON 2 How often do you ....?



Language focus



We use adverbs of frequency with the present simple to say how often we do things.

I **always** go to the club on sunny Saturdays.

I **never** go to the park in the rain.

The adverb of frequency comes after the subject (name, pronoun, noun) and before the main verb.

I **often sit** on our balcony on hot nights.

But with the verb *be*, it's different: the adverb of frequency comes after *am/is/are*.

I'**m always** in bed at 11 pm.



1 Write the words in the box in the correct place. Listen and check

often sometimes usually

100%	80%	70%	50%	0%
always	______	______	______	never



2 Put the words in the correct order to make sentences

1 speak English / I / always / English class / in my / .
I always speak English in my English class.

2 meat / She / red / eats / never / .
______

3 football / plays / He / with his friends / sometimes / .
______

4 wake up / We / before 7 am / sometimes / .
______

5 have / I / usually / a sandwich for lunch / .
______

6 Ola / work / never / is / after / tired / .
______

Language focus

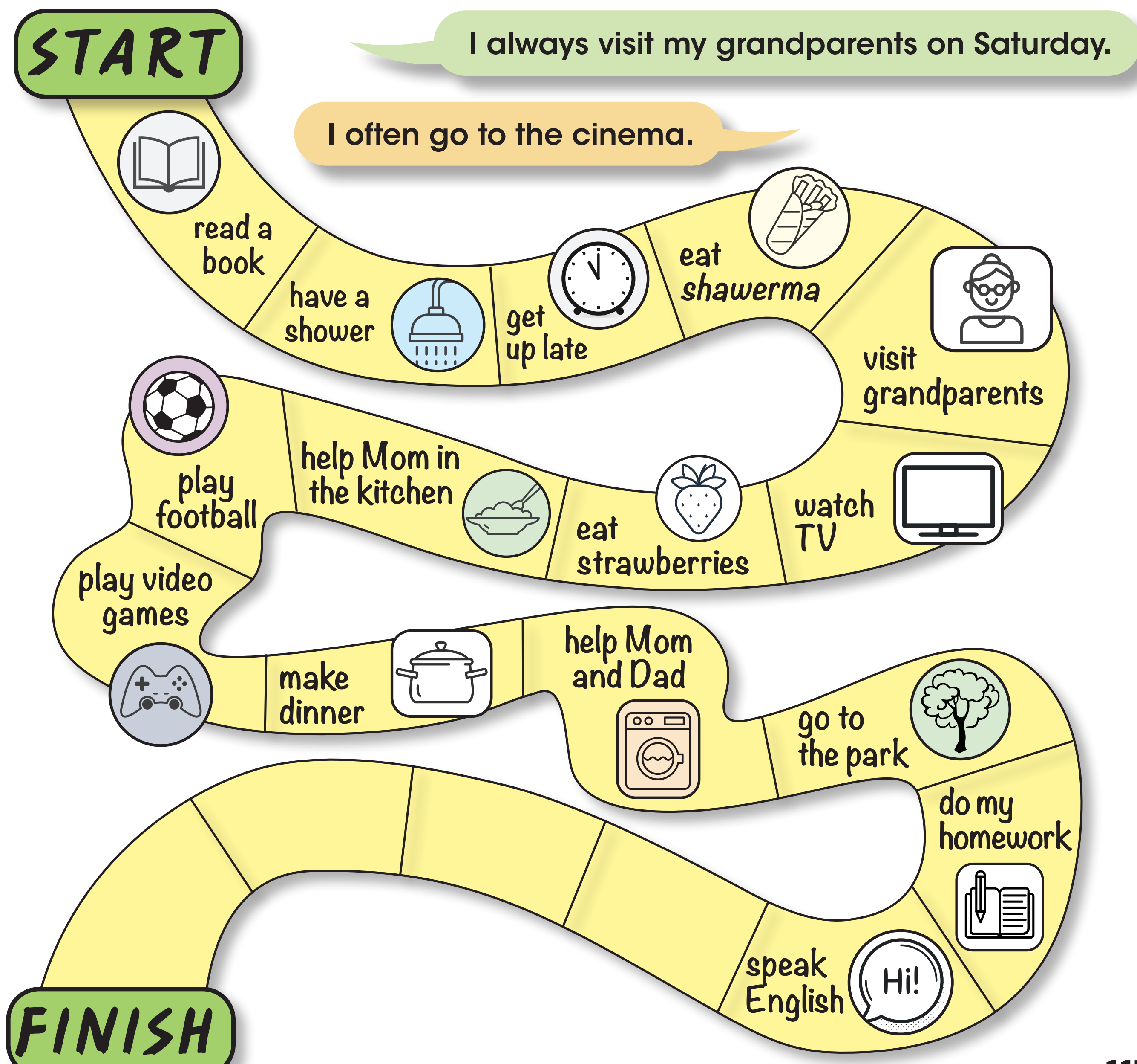
When we want to ask about frequency, we use *How often do you ... ?*

A: How often do you play tennis?

B: I never play tennis. I can't play!

C: I always play tennis on Saturdays.

3 **Play the board game with your friends. Make questions with *how often*. Write four questions of your own. Use *always, usually, often,* and *never*. Then answer them in teams**



UNIT 6

LESSON 3 CLIL SCIENCE



1 Listen and read. What are natural resources?

Our world is amazing. It gives us many things so we can have food, clothes, and build our houses. The things **nature** gives us are called **natural resources**. We can use these to **stay alive** and keep healthy. Some examples of natural resources are water, clean air, animals, forests, soil, fossil fuels like oil and coal, and **minerals** like gold and **copper**.

Water is the most important of all natural resources because all living things need it to stay alive. We use it to drink, to give to our animals, and to grow plants. We also use it for cleaning, for clean energy, and for transporting people and goods.

Clean air is also important to keep us and our crops healthy. We make furniture from trees. We grow food in the soil. **Fossil fuels** like oil, coal, and gas are also natural resources. They give us energy for our houses and fuel for our cars. But fossil fuels make the air polluted and we can't **renew** them.

Other natural resources are minerals, and these include gold, silver, **tin**, copper, **lead**, and **zinc**. We use gold and silver to make beautiful jewelry. We use the other minerals to make things like cell phones, pipes in our houses, cookers and fridges in our kitchens, computers, and cars.

All these natural resources are important for our **economies**. We take the natural resources and use them to make new products. We then sell the products to other countries and buy things too.



2 Complete the summary of the text

We use natural resources every day in our lives. The most important natural resource is 1 ______________ as we need it to survive. Clean 2 ______________ is also very important. We use the 3 ______________ from trees to make our furniture and houses. We get our energy from fossil 4 ______________. As well as these, 5 ______________ are also important for making things like fridges and cell phones. We use all these natural resources to make products to buy and sell to other 6 ______________.




3 Read again. Then look and write the natural resources in the correct group

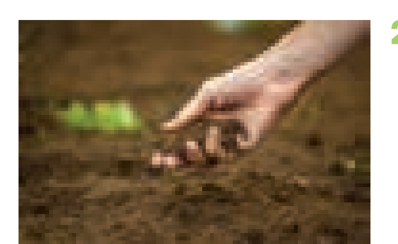


Natural resources from plants	Natural resources from animals	Mineral resources
fruit		

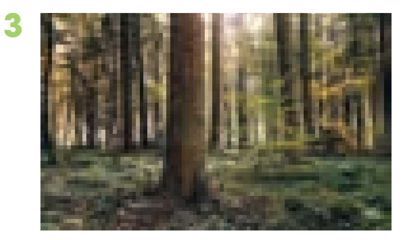


4 Say the natural resource in each photo. What can we do with it? Why is it important for our economy?

We use soil to grow vegetables. We can sell these to other countries.

1


2


3


4




5 Work with a partner. Discuss and write 30-40 words in your notebook

1 What natural resources do you use in a day? Make a list.

2 Which natural resources are the most important for our economy? Why?

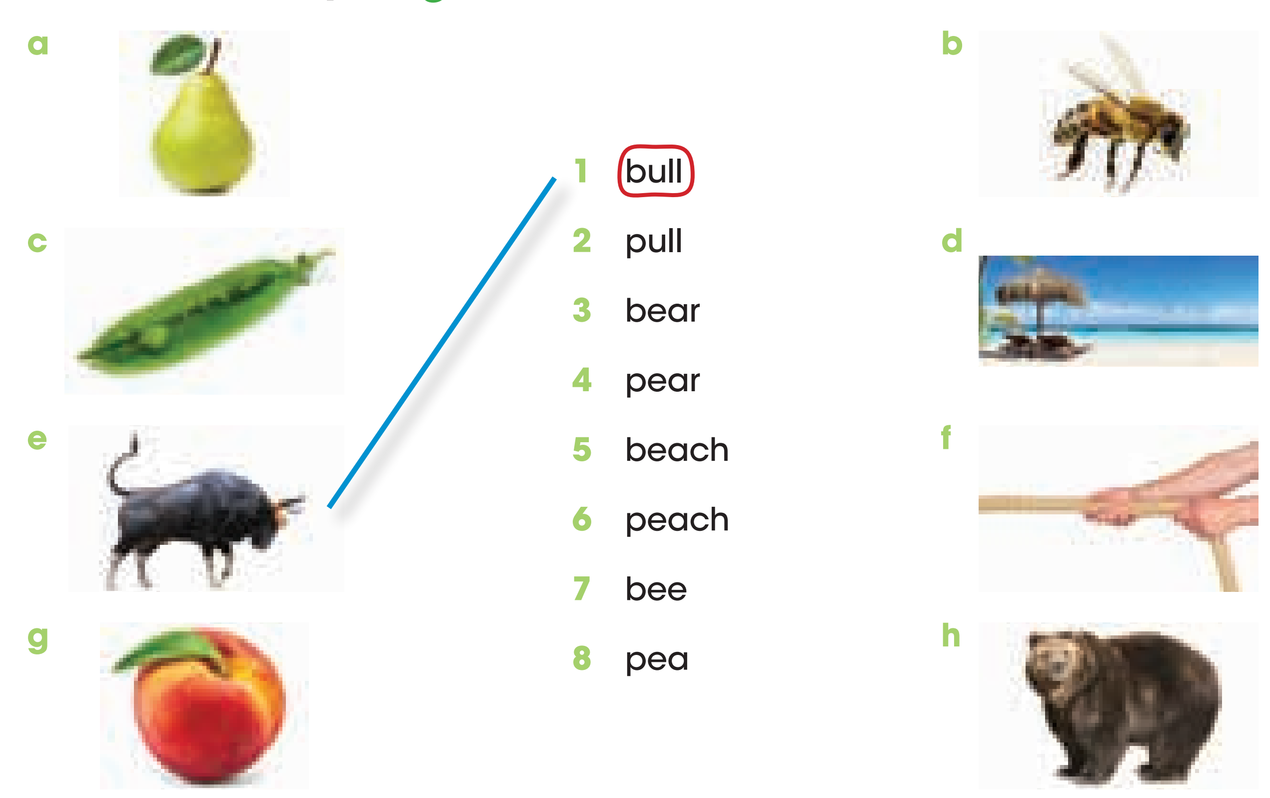


LESSON 4
PRONUNCIATION

We make the sounds /p/ and /b/ at the front of our mouths, by pressing our lips together. But they are very different. The /p/ sound is **unvoiced**. This means air comes out of our mouth when we say it. Try it: put a piece of paper in front of your mouth. When you say /p/, the paper moves. The /b/ sound is **voiced**: the paper doesn't move when you say it. Try it!



1 Circle the words that start with 'b' in red. Circle the words that start with 'p' in green. Then look and match





2 Listen and repeat the words in Exercise 1



3 Listen and circle the word you hear. Then listen and repeat

1 bee / pea
2 bull / pull
3 bear / pear
4 beach / peach
5 bee / pea
6 bull / pull
7 bear / pear
8 beach / peach





Look, read, and listen. What happens to the letters in bold in the words?



In English there are some words with **silent letters** – letters we don't pronounce. Say these words and circle the silent letter.

lamb   wrist   island   knee   answer   castle   sign



Listen again, and repeat

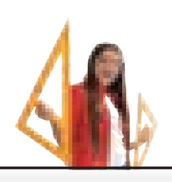


Listen and write. Then read aloud

He was **1** ______________ on an **2** ______________ with his **3** ______________ cats. He fell onto a beach and hurt his **4** ______________. But he was very lucky – he had a **5** ______________ so he could make a bandage and then **6** ______________ a message in the sand. Two **7** ______________ later, people came to save him!







MATH

Try This

Alexandria has 20 cm rain a year.

Cairo has 25 mm rain a year.
Which city has most rain?

Units of measurement

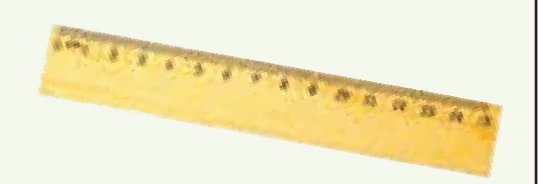
Length

To find out how **long** something is, we measure its **length**. To do this, we use kilometers (km), meters (m), centimeters (cm), and millimeters (mm).

1 m = 100 cm = 1,000 mm

1 cm = 10 mm

1 km = 1,000 m = 100,000 cm = 1,000,000 mm





Think and write

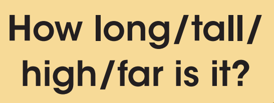
1 32,000 m = ___32___ km

2 40 mm = ________ cm

3 12 km = ________ m

4 0.3 cm = ________ mm

5 1,800 m = ________ km





Weight

To find out how **heavy** something is, we measure its **weight**. To do this, we use kilograms (kg), grams (g), and milligrams (mg).

1 g = 1,000 mg

1 kg = 1,000 g = 1,000,000 mg





Think and write

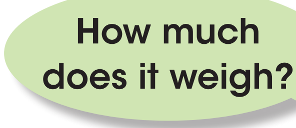
1 7 kg = ___7,000___ g

2 2,000 g = ________ kg

3 3 g = ________ mg

4 5,500 g = ________ kg

5 6.5 kg = ________ g

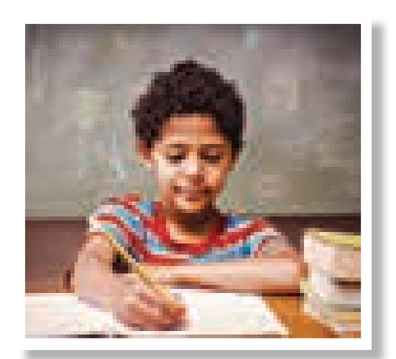






3 Think, research, and write the numbers and units

1. How tall are you? ______________
2. How high is Mount Catherine? ______________
3. How far is it from Egypt to London? ______________
4. How much does an apple weigh? ______________
5. How much do five potatoes weigh? ______________
6. How much does your bag weigh? ______________





4 Work with a partner. Play tic-tac-toe. Listen to your teacher for instructions

500 m = ______________ km	7.3 kg = ______________ g	0.8 cm = ______________ mm
2,200 g = ______________ kg	5 g = ______________ mg	6.7 km = ______________ m
30 mm = ______________ cm	900 g = ______________ kg	2,500 m = ______________ km



LESSON 5 WRITING

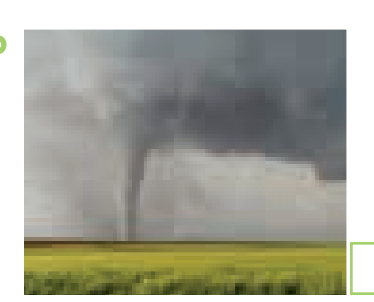


1 Read. What extreme weather in England is the writer describing? Check (✓) the correct photo below

I was at school with my classmates. Then it started to get dark. We went outside. Then I saw the ... and it was very frightening. It was a very big, wide, black cloud. As it came near us, it was getting bigger and it was twisting around. We could see things in it, like doors and bits of houses! When it was closer, it got even wider and darker. We could see it was moving slowly, and we could see it was damaging buildings. The next day, we found out that the ... hurt a lot of people, and destroyed many homes and other buildings.

a

☐

b

☐

c

☐



2 Find out! Check your answers with your teacher

1 Does this extreme weather event often happen where you live?
2 What does it look like? What happens?
3 How do people try to protect themselves against it?



3 Read another account of an extreme weather event. The words in bold are wrong. Can you correct them?

One day, my family and I were driving through the desert to visit my cousins. After twenty minutes, I **loked** out of the window and saw a sandstorm. Soon, there **were** a lot of sand in the air outside the car and it was very difficult to **sea**. We closed all the windows, but it was now very dark. There **was** other cars on the road. Were they going to hit us? I was really scared. My father moved the car off the road and we stopped. We didn't see **some** more cars on the road, but the sandstorm moved very slowly. Then, suddenly, it moved away. We saw the **son** again and drove on through the desert!

____

____

____

____





4 **Write an account of an extreme weather event in your notebook. Use your ideas from Exercise 2 to help you. Write 30-40 words**



5 **Work with a partner. Read each other's accounts and say what you think**



6 **Read the tips for keeping safe in extreme weather. Match them to the correct group. One tip matches both groups**

a keeping safe in extreme heat: 1, ____________________

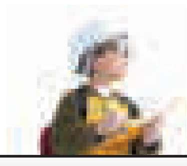
b keeping safe in a sandstorm: 2, ____________________

1 Drink lots of water, even if you don't feel thirsty.	2 Wear a scarf to protect your face.	3 Try to spend time in cool buildings with air-conditioning.	4 Stay inside so the sand can't get in your mouth.
5 Open the windows when there's a cool wind.	6 Don't go outside. If you must go outside, stay in the shade.	7 Eat small, light meals.	8 If you're driving, try to get to the side of the road so you can stop your car.
9 If you're at home, make sure your windows are shut so no sand can get in.	10 Wear light, cool clothing.	11 Cover your head and face as much as possible.	12 Turn off air-conditioning to stop the sand coming in.



7 **Work with a partner. Choose one group from Exercise 6 each, and write more tips. Then share them with your partner**


UNIT 6

LESSON 6  PROJECT



1 Work in groups. Discuss and decide

You are going to make a leaflet about keeping safe in extreme weather. Choose a type of extreme weather for your leaflet. Here are some ideas:

- sandstorms
- heavy rain/floods
- extreme heat/cold
- tornadoes



2 Read and do

1 Read the leaflet. Use your dictionary to find the meaning of the words in bold. Look carefully at the headings, text, and pictures.

2 Think about your leaflet. What can you write? What headings and pictures can you use? Do your research.

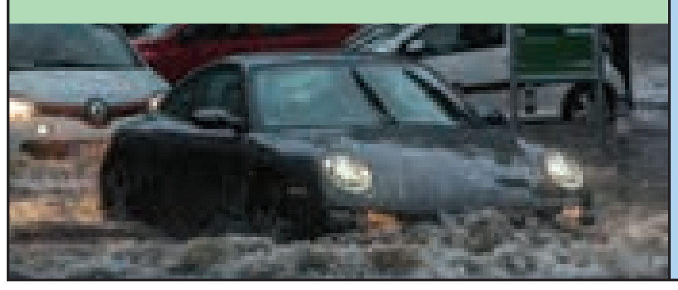
3 Decide who will do what. Make sure everyone has something to do.

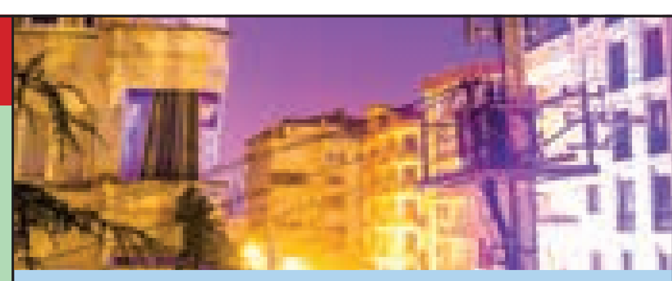
4 Make your leaflet. Use imperatives to give your advice. Remember to check your work at the end.

How to keep safe in a storm

What might happen in a storm?

- There might be very strong winds.
- There might be heavy rain and lightning.
- It might not be safe to go outside – electric wires could fall.
- There might be a **power cut**.
- People on the street, in houses, or in cars might need your help.





How can you protect yourself?

- Stay inside and keep dry.
- Make sure you have candles and **torches** – there might be a power cut.
- Contact your friends and family to check they are safe.
- Don't go anywhere by train – this could be **unsafe**.
- Help anyone who is afraid.
- Don't stand under trees in case lightning **strikes** .
- Don't stand near wires – they could fall and give you an electric shock.

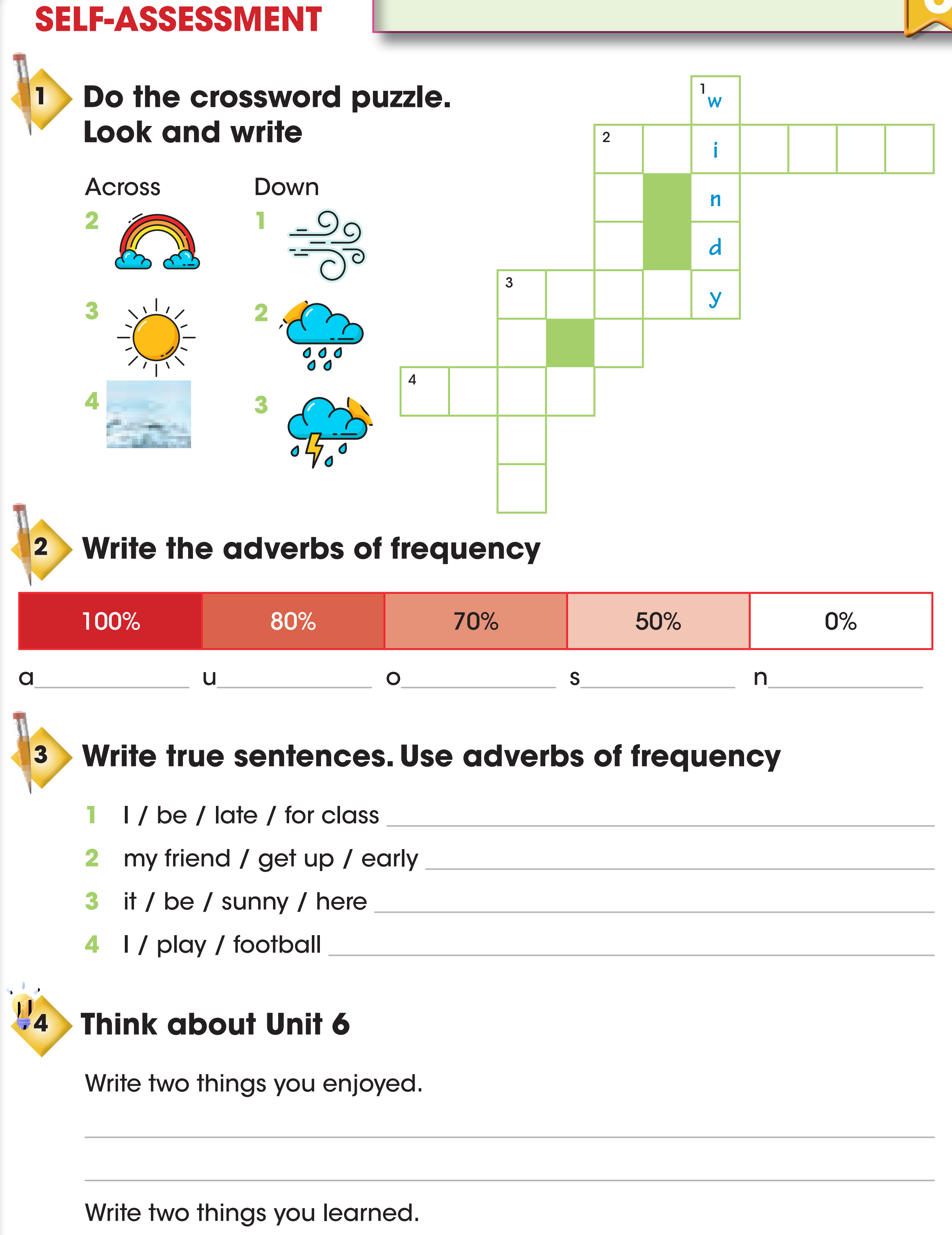


3 Show your leaflet to the class

1 Get up and walk around. Show your leaflet to the other groups.

2 Ask and answer questions about your leaflets.

SELF-ASSESSMENT



1 Do the crossword puzzle. Look and write

Across
2
3
4

Down
1
2
3

1 w i n d y
2
3
4

2 Write the adverbs of frequency

100%	80%	70%	50%	0%
a________	u________	o________	s________	n________

3 Write true sentences. Use adverbs of frequency

1 I / be / late / for class ________________
2 my friend / get up / early ________________
3 it / be / sunny / here ________________
4 I / play / football ________________

4 Think about Unit 6

Write two things you enjoyed.

____

____

Write two things you learned.

____

____



REVIEW 2

LESSON 1



1 Listen and point

START

1	2	3	4	5
______	______	______	______	______
10	**9**	**8**	**7**	**6**
______	______	______	______	______
11	**12**	**13**	**14**	**15**
______	______	______	______	______



FINISH



2 Look and write



3 Play and say





What's number 5?

It's a rainbow. What's number 15?

4 Check (✓) the correct past continuous sentences and correct the wrong sentences

1 He were doing his homework with his mom yesterday.
He was doing his homework with his mom yesterday.
2 She was have breakfast at 8 am.____________________
3 I was speaking English at 5 pm.____________________
4 They were makeing paper kites yesterday.____________________
5 We were swiming in the sea in the evening.____________________
6 You were talking to your friends and watching TV.____________________

5 Match the people to the tools for their jobs. Then complete the sentences with *must* or *mustn't*

1 2 3 4 5 6

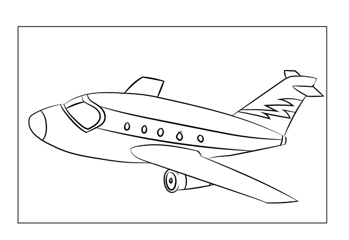
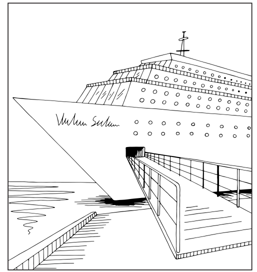
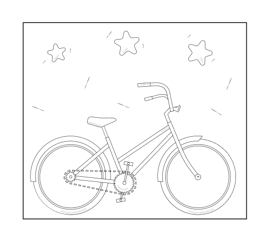
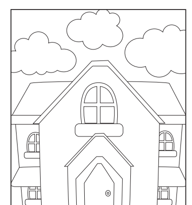
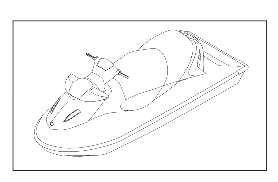
a b c d e f

1 I ______________ get up early to look after my animals.
2 I ______________ be unkind when I interview people.
3 I ______________ give time to each of my sick people.
4 I ______________ finish the lesson half an hour early to catch my train.
5 I ______________ prepare delicious food for all the guests.
6 I ______________ drive too fast – it's dangerous.




LESSON 2

6 **Think about eco-tourism again. Remember that eco-tourism is about being kind to the environment and local people. Color the things which eco-tourism is in yellow and the things which it isn't in red**

Aesop was a very famous writer in Ancient Greece. He wrote stories called 'fables' – they always had a **moral**. A moral teaches us to be kind and helpful to other people. An example of a moral is: *Be kind and patient with people.*





7 **Read and listen to one of Aesop's fables. Choose the moral a, b, or c**

a Listen to the person who is against you and don't do things.

b Always wear a coat, even when it's sunny.

c Sometimes you can get people to do things by being clever, not by being strong.

The North Wind was trying to make the Sun angry. "I'm very strong," he said, "I'm stronger than you." He looked down and blew. He knocked over some trees on a path. "I'm not so sure you're stronger than me," replied the Sun, smiling.

At that moment, a man wearing a coat walked along the road. The Sun said to the Wind, "OK, let's see. Who can make the man take off his coat?" "Hmm," the Wind said. "Of course I'm going to win." He looked down at the traveler and he blew and blew. The man felt the Wind and he felt cold. He pulled his coat **tighter** around him. He didn't let the Wind blow off his coat. The Wind was angry, but he was tired and stopped.

Then the Sun came out and began to shine. "Oh dear!" said the man "It's so hot!." He got so hot, he took off his coat. "That's better," he said.

The Sun looked at the North Wind and said, "I won." The North Wind was angry and blew away!



8 Read again and put the events in the story in the correct order.

1 The North Wind is not nice to the Sun. [1]
2 The Sun wins the competition. [ ]
3 The Sun tries to make the man take his coat off. [ ]
4 The Sun suggests a competition. [ ]
5 The North Wind tries to make the man take his coat off. [ ]
6 The Sun sees a man on the path. [ ]



9 Work with a partner. Answer the questions

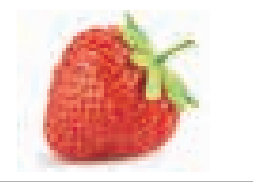
Do you like the story? Why/Why not?

Do you think the moral of the story is important? Why/Why not?

Now write 30–40 words about what you think of the moral of the story.



10 Listen and write the words you hear. Then match

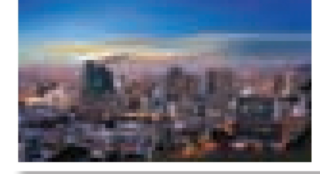
a 

b 

1 s____________

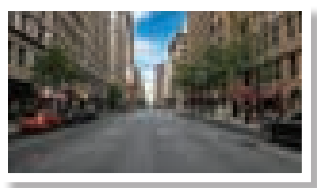
2 t____________

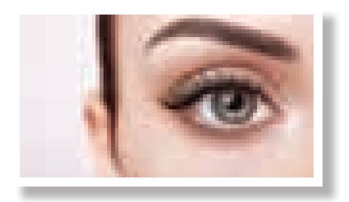
c 

d 

3 s____________

4 t____________

e 

f 

5 s____________

6 s____________

7 e____________

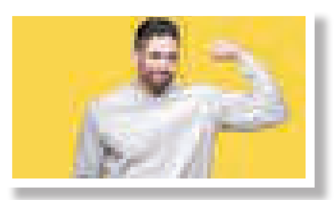
g 

h 

8 t____________

9 b____________

i 

j 

10 l____________


Review 2



Presentation

1 **Work in groups. Prepare a weather forecast for your classmates. Do:**

1. Draw a big map of Egypt on A3 paper.
2. Talk about the weather in the following places: Cairo, Port Said, Aswan, Alexandria, and Hurghada.
3. Make up your own information (e.g. snow in Cairo!) to give different kinds of weather.
4. Make weather symbols like the ones below. Stick them in the correct places on your map to help make the information really clear.
5. Practice your weather forecasts together.



2 **Do:**

1. Present your weather forecast in groups.

   Listen to the weather forecasts, then complete the table below.

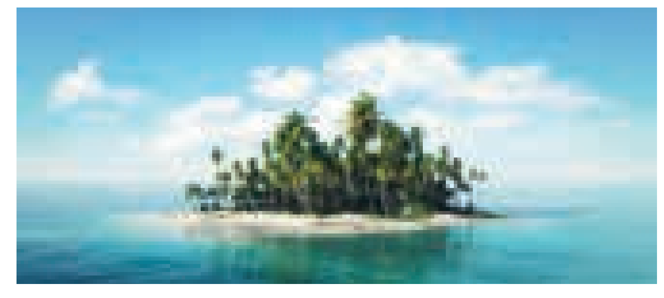
Group	Cairo	Port Said	Aswan	Alexandria	Hurghada
1	*cloudy*	*sunny*	*snow*		

Self-ASSESSMENT

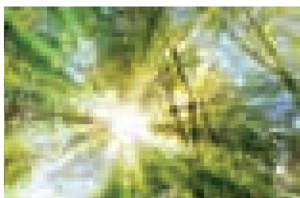
Now I can ...



1 say place and landscape words





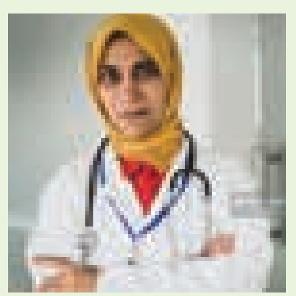


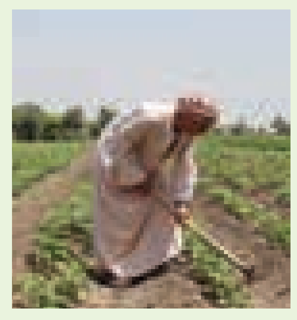




2 say job words





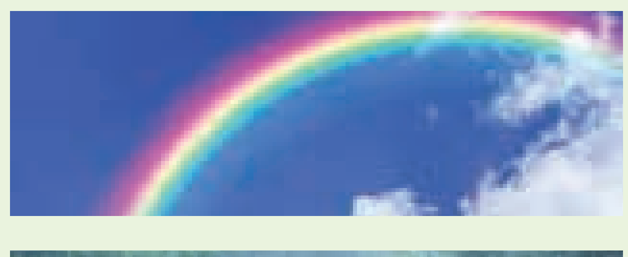






3 say weather words







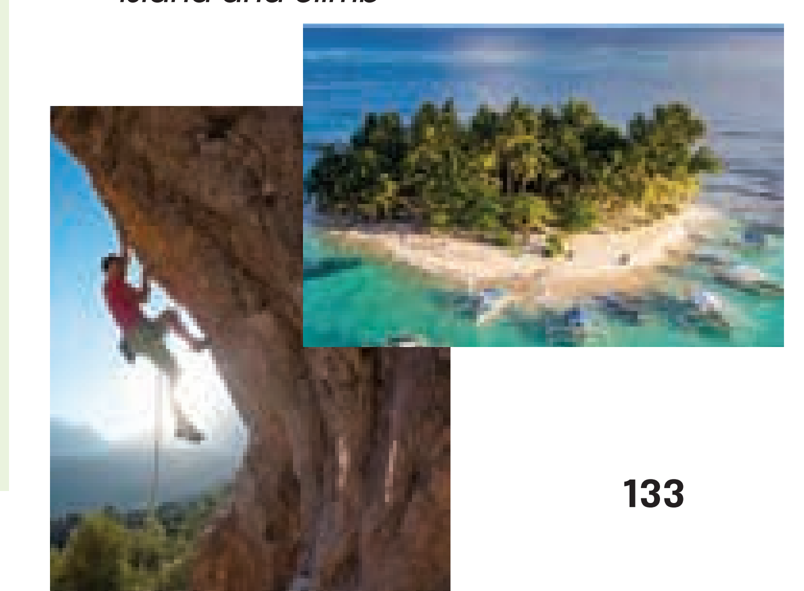
4 phonics

say three - consonants together: *scr/str/thr*

Say 'ow' words like town, 'i' words like *bye* and 'oy' words like *boy*

Say p/b words like *pea and bee/ bull and pull*

Say words with silent letters like *island and climb*



TERM 1 PROJECT 1

Climate change and how it affects Egypt

What is climate change?


This is a glacier melting


a drought


a flood

Climate change is about how we are changing the weather with pollution. The temperature is rising and the glaciers are melting. This means the sea levels are rising, too. When the sea gets higher, we get floods. When the temperature rises we get droughts because the water evaporates.

1 **Read and think about the project and make a poster. Work in groups and prepare a presentation for your class**

Think about how climate change is affecting Egypt.

Choose one of the topics in the box below in your group.

Rising temperature   Rising sea levels   Floods   Droughts   Less crops

2 **Think about what caused climate change in Egypt**

Make **flow sentences** like this one:

Industry making things → warmer temperature → too hot for crops → crops die.

Warmer temperature → glaciers melt → sea level rises → sea water gets into the River Nile and makes it salty → this kills the crops

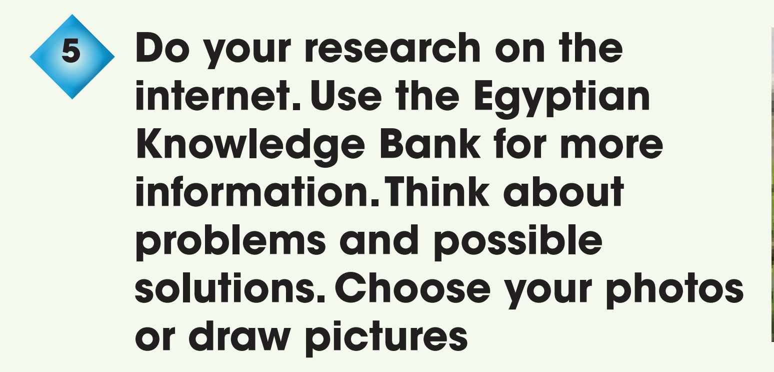
3 **Think about some key words you want to use for your presentation. Circle some good words in the table below:**

environment	methane	table	carbon dioxide	temperature
whiteboard	greenhouse gas	cats	agriculture	drought



4 **Think about some possible solutions. Look at the example**

Climate change might cause problems to agriculture. There might not be enough water to grow crops. One solution to drought is to use soil-less farming. See the photo below. In this way, you grow plants without using soil. Crops get the right amount of water and nutrients in specific greenhouses. And so you save water and time.



5 **Do your research on the internet. Use the Egyptian Knowledge Bank for more information. Think about problems and possible solutions. Choose your photos or draw pictures**



soil-less agriculture in Egypt

6 **Work in your group. Share your ideas. Decide who will present each section of the talk**

7 **COP27 is a very important international environmental meeting. People from many countries talk about how to help the environment and stop climate change. This year it will be in Sharm El-Sheikh. Think about what you and your group want to say to COP27 about Egypt and the world**

Dear COP27

We are worried about climate change. Here in Egypt we have these problems with climate change:

My friends and I think we can help Egypt by doing this:

We think we can help the world environment by doing this:

FICTION READER:

AMIR AND HIS LIZARD



BY LOUISA ESSENHIGH
ILLUSTRATED BY NATHALIE ORTEGA

PICTURE DICTIONARY

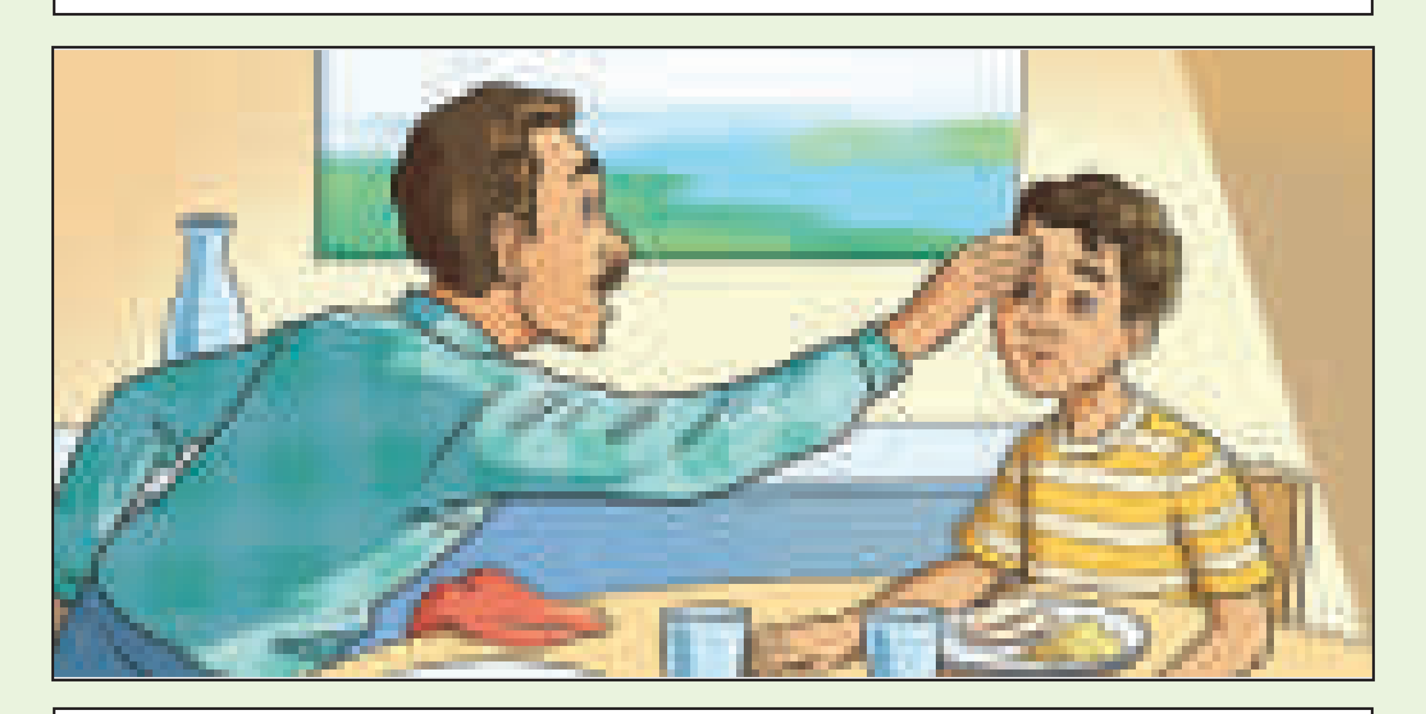




Amir, Mariam, Mom, and Dad are having lunch together. Mom cooked Amir's favorite dish, *molokhia* and chicken. But Amir isn't happy.

"What's the matter, Amir? Don't you like your lunch?" asked Mom.

"The food is delicious, thanks, Mom," replied Amir. He sounded sad.



"What's the matter, Amir?" asked Dad. "Don't you feel well?"

"I'm fine, Dad. But I didn't have a very happy day at school," replied Amir.

"Oh, no! You usually love school. What happened?"



"We showed our favorite pet posters today," explained Amir.

"But your poster was amazing!" said Mariam. "Why are you sad?"

"Well, everyone else's poster showed cats, rabbits, **hamsters** or fish – you know, pets everyone has. And my poster was about Lizzy, my lizard."

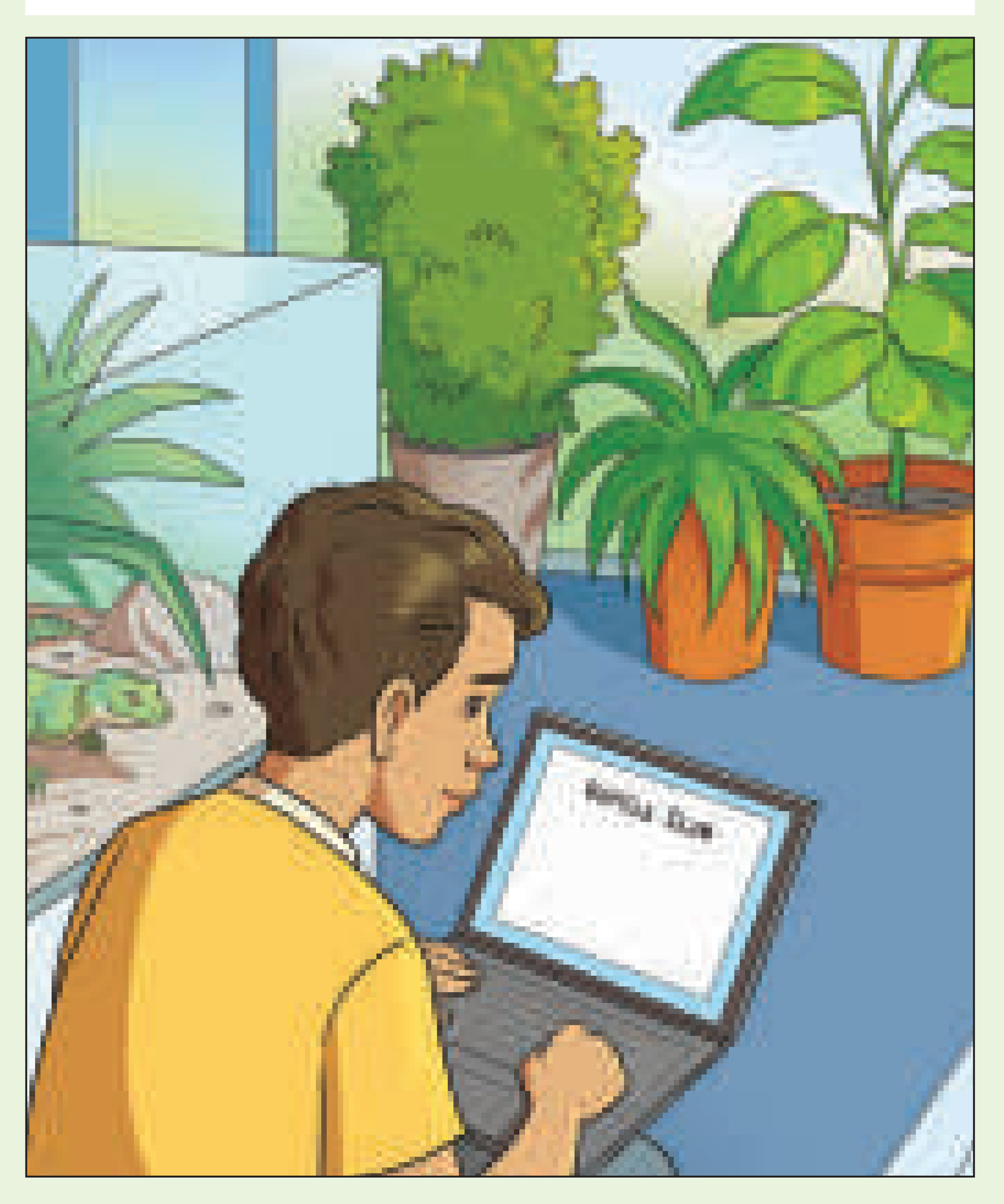


"When I showed my poster, everyone laughed. They said, "What a strange pet!" And Youssef said, "Lizzy is **ugly!**" said Amir, almost **in tears**.

"Listen," said Dad kindly. "People sometimes say things like that when they don't know enough information. The best you can do is to explain why Lizzy is such a good pet! Learn more about reptiles, and explain why they're **amazing**, not ugly!"

"That's a good idea, Dad. I'll do that." Amir felt happier and started to enjoy his *molokhia*.

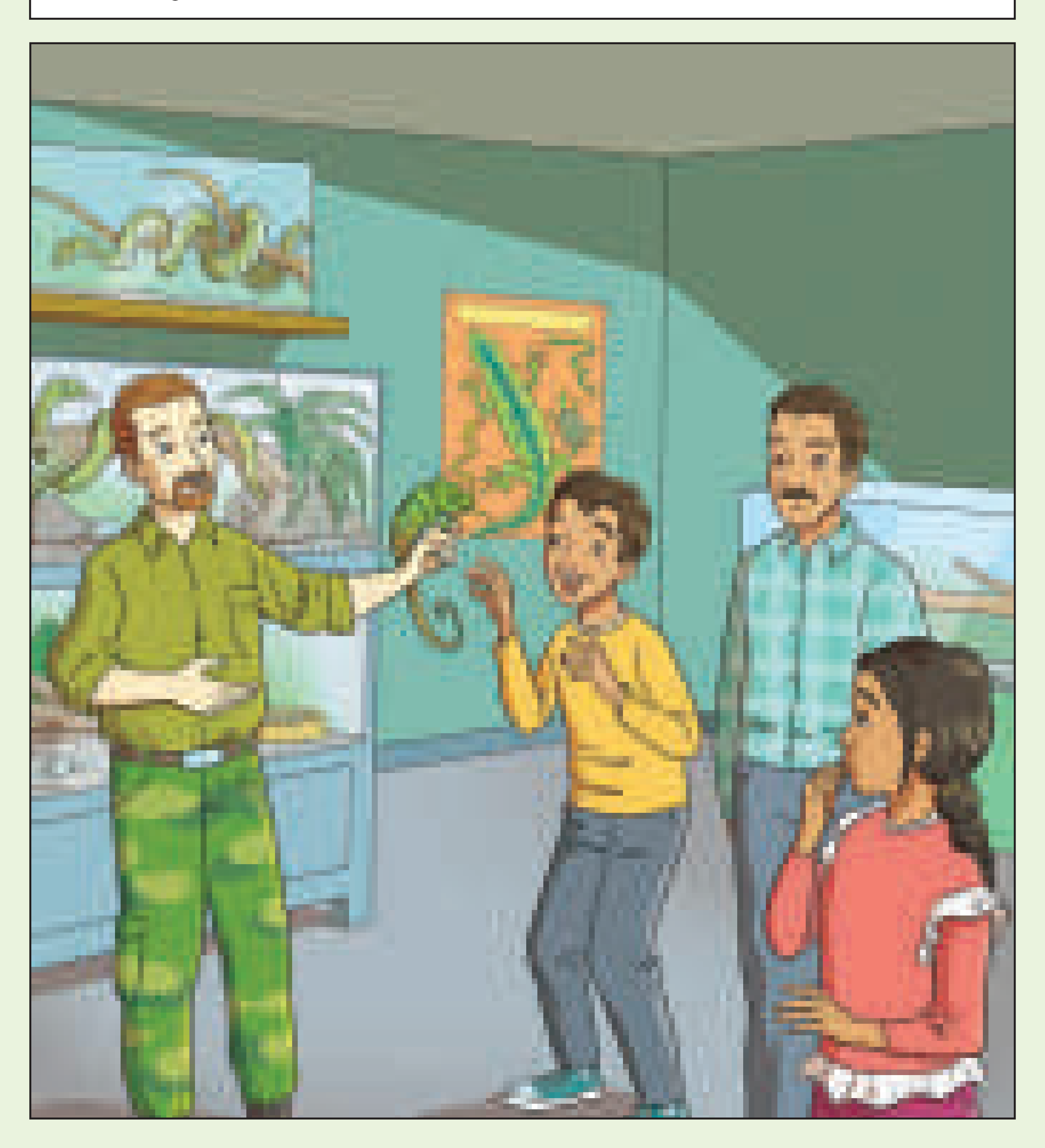
Later that evening, Amir looked online. He found a **reptile club** nearby. He sent an email to ask if he could visit. He was very excited when he got an email saying, "Yes, you're very welcome to visit us!"

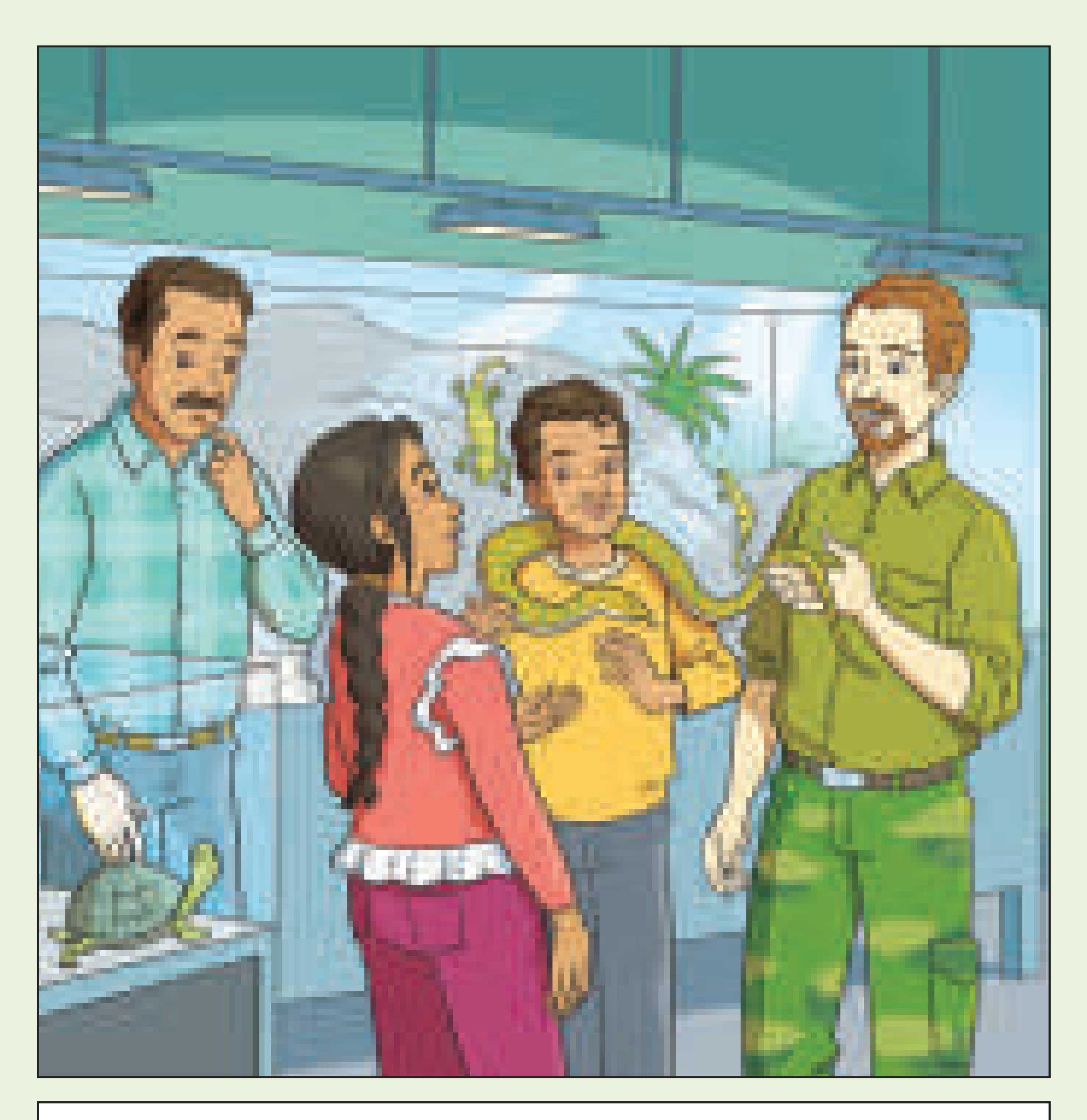


A few days later, Dad drove Amir and Mariam to the reptile club. There, they met Hany, a reptile **expert**. He welcomed them and explained that he is a type of scientist called a **herpetologist**.

"Like you, Amir, I was interested in reptiles, and now it's my job!"

Amir smiled. "Oh, I didn't know that someone who works with reptiles is called a herpetologist. What a cool job!" he said.



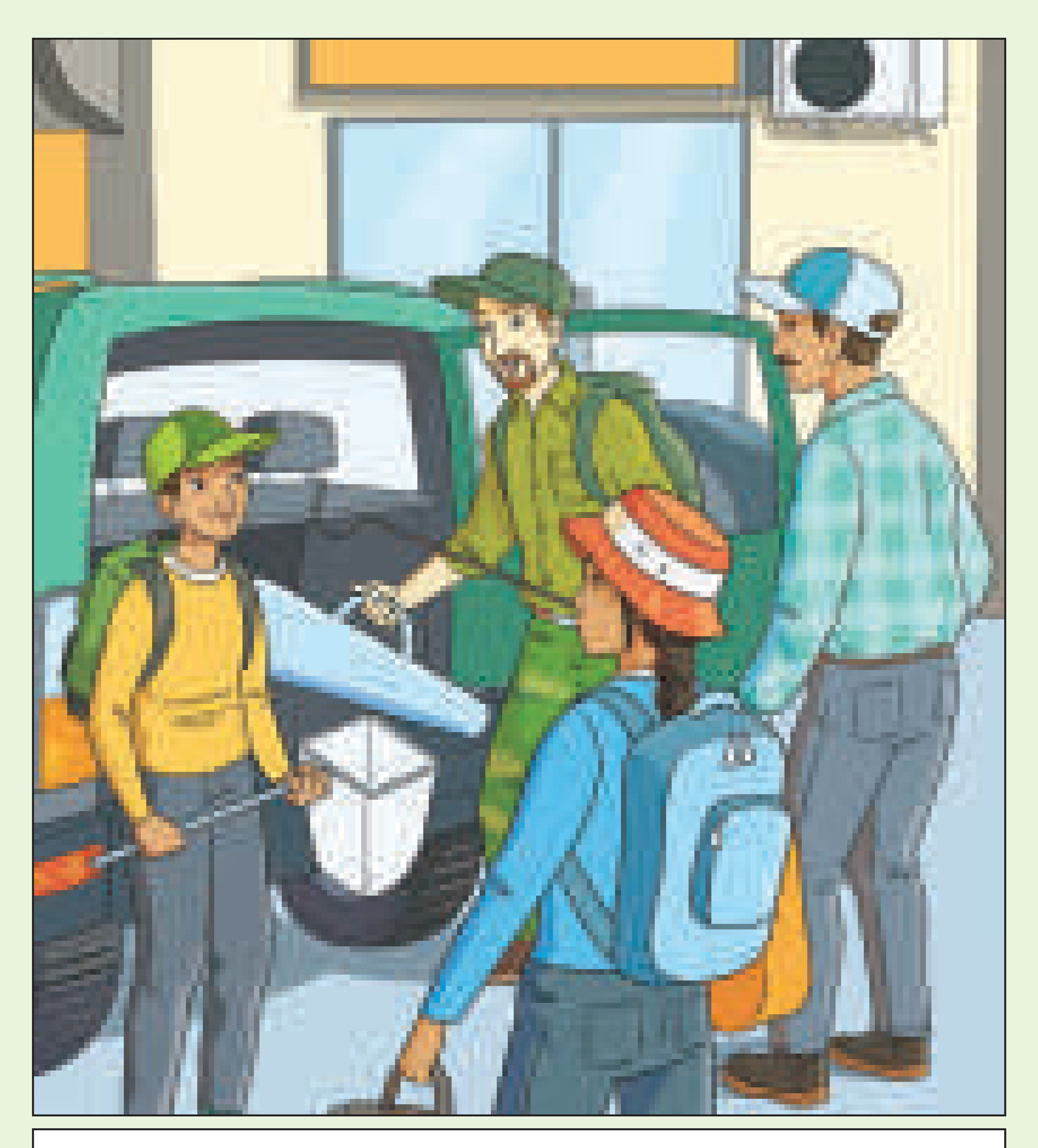


Hany showed Amir and Mariam lots of different reptiles – snakes, lizards, **geckos**, and tortoises.

"It's important to look after them well, isn't it?" asked Mariam. "I like the tortoises. Do they live a long time?"

"Yes," replied Hany. "And be careful. You should read and learn about them. All reptiles are an important part of the food chain, too. Tortoises can live to be 100 years old! Can you come with me on a field trip tomorrow?"

Amir and Mariam looked at Dad. "Of course!" Dad was excited too!



Early the next morning, Dad, Mariam, and Amir met Hany at the club.

“It’s important to have the right tools,” Hany explained.

“I love reptiles, but I know some can be dangerous. But you’re safe with me! Ready? Let’s go!”

Soon, Hany, Dad, Mariam, and Amir left for a very special desert, which was not far from Cairo.

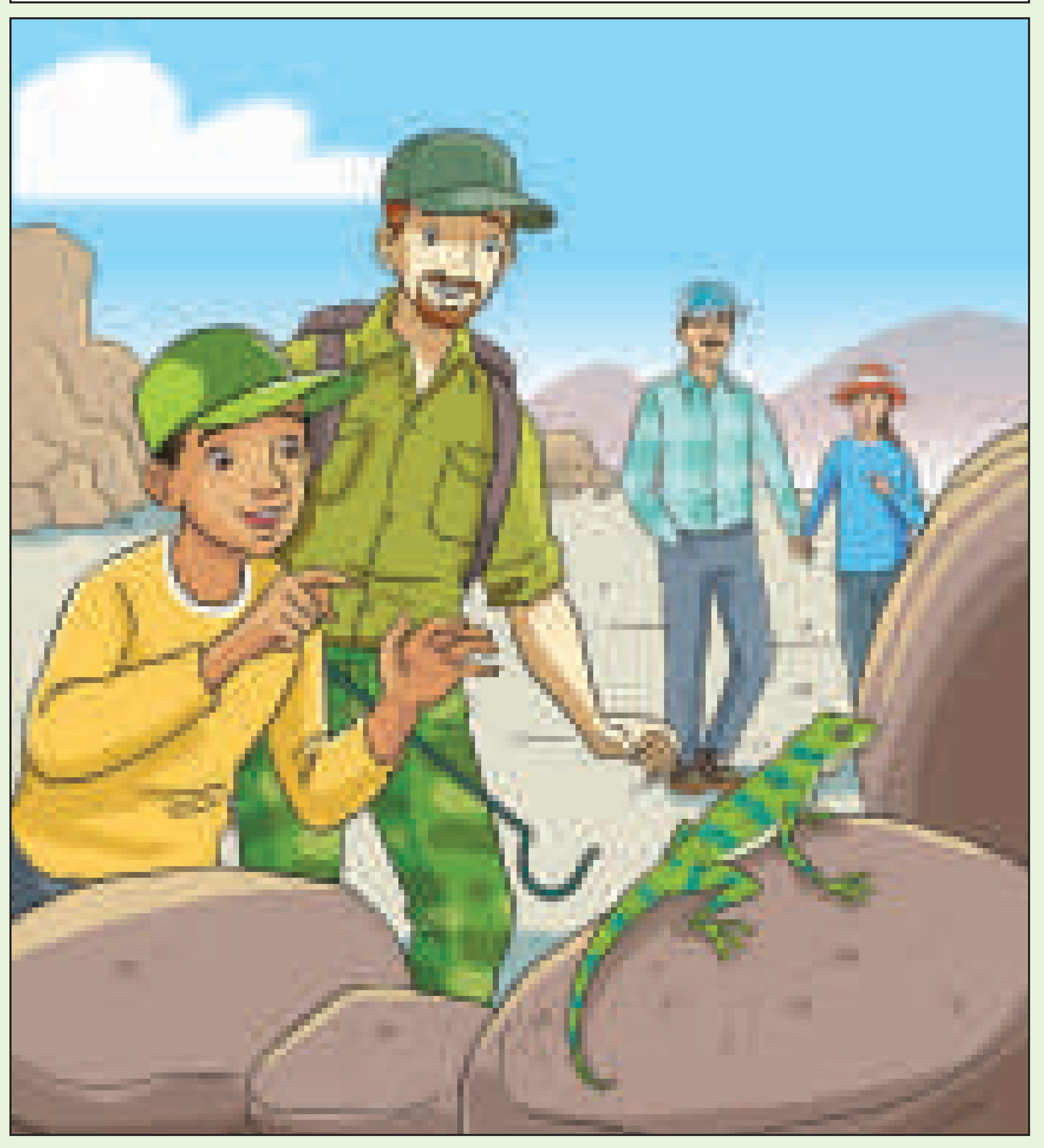
When they arrived, they spent some time looking around. Hany showed them the best places to look. Suddenly, Amir found a gecko on a rock!

"Look!" he said. "What an amazing blue color! I thought all geckos were brown!"

"No, they can be different colors. Some of them can even change color!"

said Hany.

Amir was very happy.





Two weeks later, Amir was at school. Mr Bassam had something important to say: "A special **guest** is here to give a talk!" Amir loved **talks**. They were always interesting. "Who is it?" he wondered.



It was a big surprise when Hany walked in! He talked to the boys about his job and protecting the environment. He brought some reptiles for the boys to hold. Of course, he chose Amir to be his helper! All the boys, even Youssef, thought it was really cool.

After the lesson, Youssef spoke to Amir.

"I'm sorry, Amir," he said. "Lizzy isn"t ugly. I really enjoyed Hany's talk. And now I think reptiles are amazing!"

"That's OK," said Amir. "Oh, I know: why don't you come to my house? You can see Lizzy. You can feed it, too!"

"Awesome! Yes, please!" replied Youssef. "Thank you, Amir!"

The two boys were friends again.

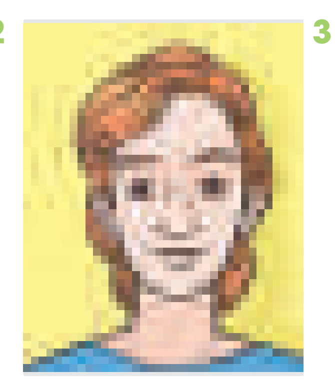


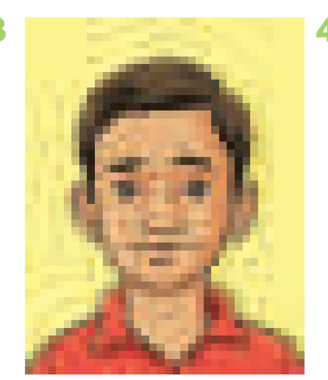


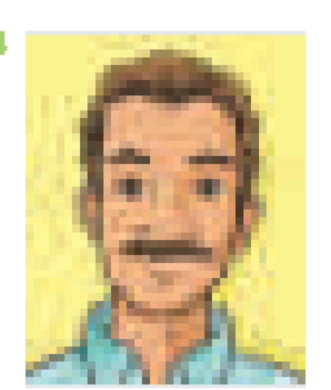
1 Look and write

Amir Dad Hany Mariam Mom Mr Bassam Youssef Lizzy

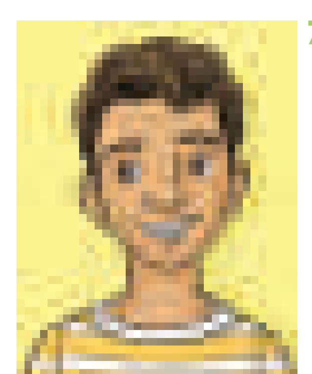
1 

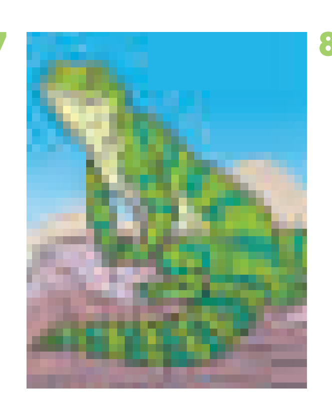
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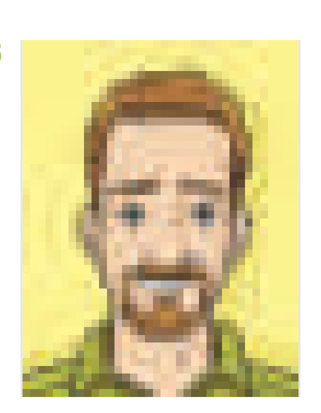
3 

4 

5 

6 

7 

8 



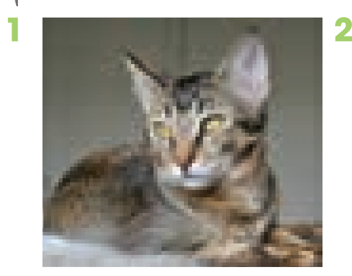
2 Read and write *T* (True) or *F* (False)

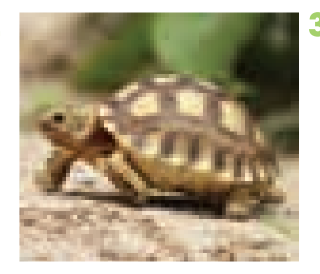
1 Amir doesn't like Mom's *molokhia*. ☐
2 Amir's poster is about his pet lizard. ☐
3 Amir sends a letter to the reptile club. ☐
4 Hany is a geologist. ☐
5 Hany says that all reptiles are dangerous. ☐
6 Mariam finds a blue gecko on a rock. ☐
7 Hany gives a talk at Amir's school. ☐
8 Amir invites Youssef to feed Lizzy. ☐

VOCABULARY



1 Look, find, and write

1 
cat

2 

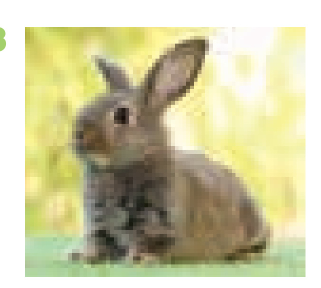
3 

4 

5 

6 

7 

8 

c	a	r	e	l	i	b	s	n	a	k	e
e	g	e	c	k	o	t	v	h	o	n	t
l	i	z	f	c	a	t	i	a	n	d	m
g	e	l	i	t	o	m	a	m	e	i	o
r	o	i	m	v	i	e	z	s	u	x	f
a	s	z	r	a	b	i	a	t	o	k	i
b	n	a	b	o	t	a	n	e	k	e	s
b	a	r	w	a	c	a	n	r	c	w	h
i	k	d	f	i	s	s	h	m	o	j	y
t	i	e	d	t	o	r	t	o	i	s	e



1 Read and write. Use words from the story

Across

2 Youssef called Lizzy ______ . (ugly)

4 A gecko is a type of ______ .

6 Hany, Amir, Mariam, and Dad went on a field ______ .

8 You must be careful because some reptiles are ______ .

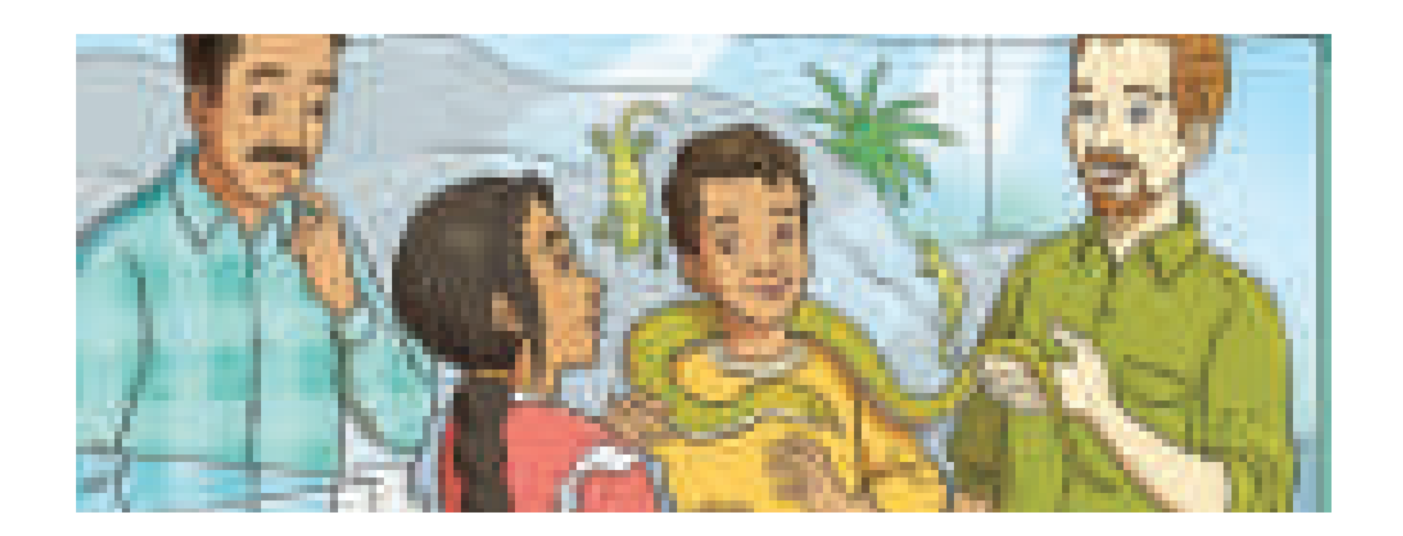
Down

1 Hany asked Amir to be his ______ in the classroom.

3 A herpetologist is a type of ______ .

5 At school, Amir made a ______ about Lizzy.

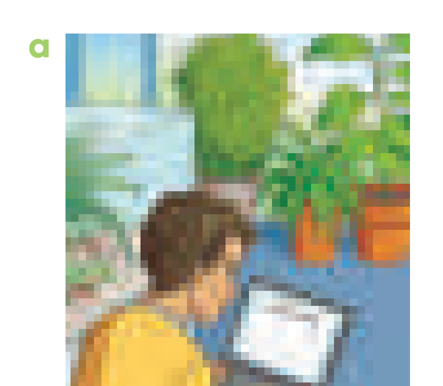
7 Amir found the gecko on a ______ .

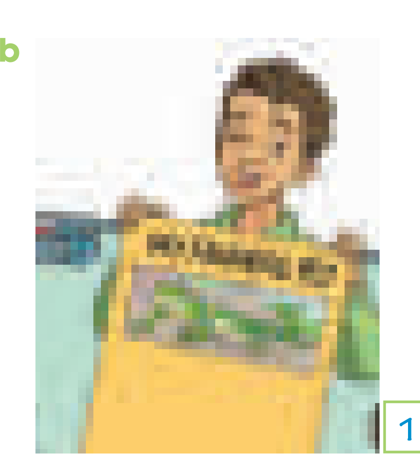


EVENTS IN THE STORY



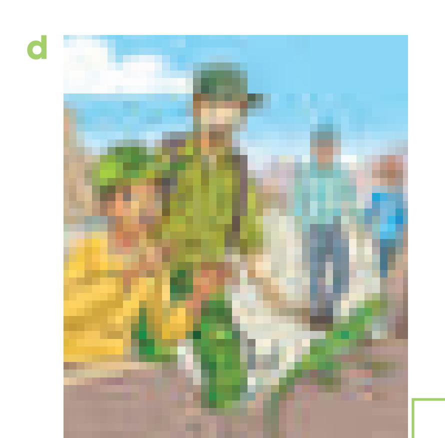
1 Put the pictures in the correct order

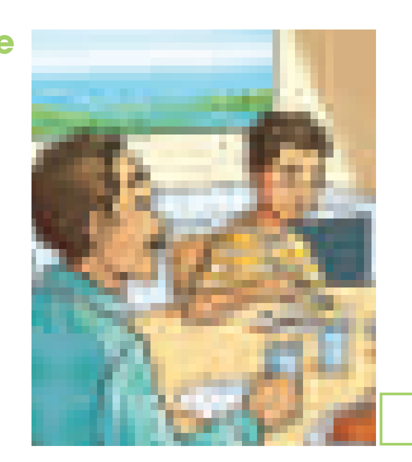
a


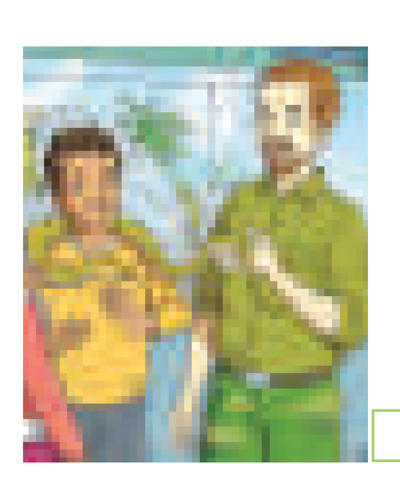
b


1

c


d


e


f




2 Read and match

1 Mr Bassam is
2 Hany is
3 Youssef called
4 Amir found
5 Hany invited
6 Hany chose

a Amir's lizard ugly.
b Amir and Mariam on a field trip.
c Amir to be his helper.
d Amir's teacher.
e a reptile club online.
f a herpetologist.



3 Read and complete

amazing dangerous happy special strange

1 At dinner, Amir wasn't very ____________ .
2 Mariam thought that Amir's poster was ____________ .
3 Some of Amir's classmates thought his pet was ____________ .
4 Hany reminded Amir to be careful because some reptiles are ____________ .
5 Mr Bassam introduced Hany as a ____________ guest.



4 Answer

1 Was Youssef wrong to call Lizzy "ugly'? Why?

____

____

2 Why did Amir want to visit the reptile club?

____

____

3 What does Youssef think of Lizzy by the end of the story?

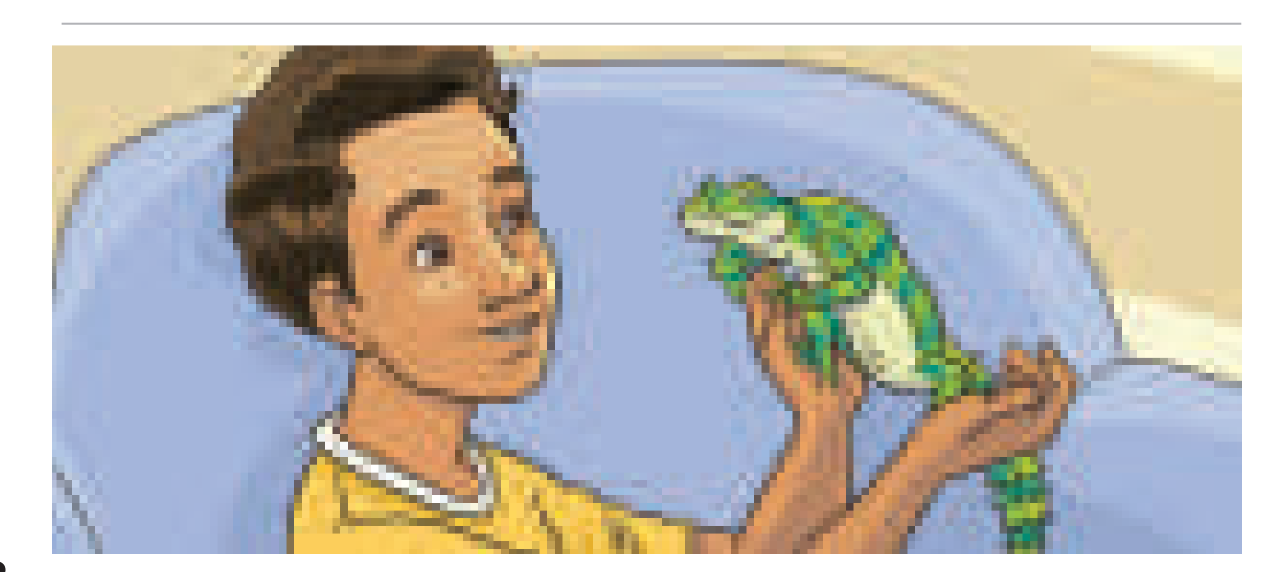
____

____

4 Do you think Amir can be a good herpetologist? Why?

____

____





5 Ask and answer about the story. Use the words in the box

how what when where why

Why is Amir sad at the start of the story?



He's sad because when he showed his poster about Lizzy at school, everyone laughed.





6 Amir wrote an email to Hany to thank him. Read and complete

New message

To ______

Subject ______

Dear Hany,

Thank you very much for letting me visit you. I was very excited to meet you and the reptiles!

I found
______.

I didn't know that
______.

I really enjoyed
______.

Mariam liked
______.

It was fun in the desert near Cairo because
______.

I hope I can do a job like yours!

Hany

Send



7 Amir had a problem. What was it? How did he solve it? Look, read, and write

1 What was Amir's problem?

____

____

2 What was Dad's advice?

____

____

3 Who did Amir contact? Why?

____

____

4 What did Mr Bassam do? How did this help?

____

____

8 What happened at the end? What made Youssef change his mind?

____

____

Listening script (Unseen)

LET'S REMEMBER

TR 1.01

Narrator: **Let's remember, Lesson 1, page vii, Exercise 2. Complete the table with the words in Exercise 1. Then listen, check, and say**

Speaker: **Social media**
cell phone
password
do research
text message
Transportation
metro
boat
taxi
tram
Environment
pollution
drought
traffic
flood

UNIT 1

TR 1.04

Narrator: **Unit 1, Lesson 1, page 5, Exercise 4. Listen, check, and say**

Narrator: 1

Speaker: lemons

Narrator: 2

Speaker: eggs

Narrator: 3

Speaker: carrots

Narrator: 4

Speaker: chocolate

Narrator: 5

Speaker: coconuts

Narrator: 6

Speaker: beans

Narrator: 7

Speaker: limes

Narrator: 8

Speaker: onions

Narrator: 9

Speaker: pineapples

TR 1.05

Narrator: **Unit 1, Lesson 2, page 8, Exercise 4. Listen and circle the correct words**

Speaker: This is called a 'food chain'. It shows how plants and animals get their energy. At the start of the chain, we can see plants. These are called producers. They get energy from the sun. Animals do not get their energy from the sun. Animals eat plants or other animals for energy.

TR 1.06

Narrator: **Unit 1, Lesson 3, page 10, Exercise 3. Listen and write the names**

Narrator: 1

Market trader: Lovely tomatoes! Come and buy! How about buying some lovely red tomatoes?

Mom: Oh, I think we need some tomatoes. How much are they?

Market trader: They're a good price: they're only three pounds for one kilogram.

Mom: OK. We'll have a kilogram, please.

Market trader: How about buying some carrots too?

Mom: No, thank you.

Ibrahim: Mom, please can we have a pineapple?

Mom: Hmm, yes, Ibrahim! Let's buy a nice juicy pineapple.

Market trader: There you go. That'll be 20 pounds in total, please.

Narrator: 2

Nada: I really like coming to your house, Grandma.

Grandma: I like it when you visit me, Nada.

Nada: We haven't got a mango tree in our garden at home. We've got a lemon tree.

Grandma: I know. I'm lucky to have one. Would you like to have a mango now?

Nada: Yes, please! I would also like to have your mango and coconut mahalabia later. Have you got any coconut?

Grandma: Yes, I bought some in the market this morning.

Narrator: 3

Mom 2: Ashraf, will you come to the market with me?

Ashraf: Yes, of course. What do we need to buy?

Mom 2: We need to buy bread and rice. What would you like for lunch on Saturday? Uncle Faisal is coming.

Ashraf: Oh, I would like koshari, please. It's my favorite!

Mom 2: OK, are there any onions in the fridge?

Ashraf: No, there aren't. So, we need to buy bread, rice, and onions.

Narrator: 4

Dad: OK, what do we need to get, Amal?

Amal: Mom says three lemons and some eggs.

Dad: Here are the lemons.

Amal: The eggs are over there. Oh, and chocolate too!

Dad: Is it on Mom's list?

Amal: No, it isn't. But can I have some, please?

Dad: OK, but don't eat it until after dinner, Amal!

TR 1.07

Narrator: **Unit 1, Lesson 3, page 10, Exercise 4. Listen again. Complete the sentences with the words in the box**

[repeat previous track]

TR 1.08

Narrator: **Unit 1, Lesson 3, page 13, Exercise 8. Listen and check the things Jana and her mom have**

Mom: Jana, can you help me unpack the bags, please?

Jana: Yes, of course. Oh, good, you bought mangoes at the market. I love mangoes. Oh, and you bought chocolate. Mmm, delicious!

Mom: Put that in the cupboard, please. It's for dessert

tomorrow. We only have chocolate on Saturdays – it isn't very healthy.

Jana: OK. Where shall I put the cookies?

Mom: Please put them in the top cupboard. You can have one after school tomorrow, but just one – they aren't very healthy!

Jana: OK. I'll put the bananas in the fruit bowl on the table.

Mom: Thank you. Is the chicken in the fridge? It's for shawerma for lunch today.

Jana: Yes, it's there with the carrots.

Mom: Thank you, Jana. Do you want Om Ali for dessert tonight? I bought a bag of nuts.

Jana: Yes, please, Mom! That's my favorite!

TR 1.10

Narrator: **Unit 1, Lesson 4, page 16, Exercise 2. Listen and check. Then listen and repeat**

Narrator: 1
Speaker: cake
Narrator: 2
Speaker: lime
Narrator: 3
Speaker: bean
Narrator: 4
Speaker: grape
Narrator: 5
Speaker: egg
Narrator: 6
Speaker: milk
Narrator: 7
Speaker: rice
Narrator: 8
Speaker: candy

TR 1.11

Narrator: **Unit 1, Lesson 4, page 16, Exercise 4. Read. Then listen and complete**

Narrator: 1
Speaker: I say, "Let's play!'
Narrator: 2
Speaker: Let's bake a cake
Narrator: 3
Speaker: Snails have tails.

UNIT 2

TR 1.14

Narrator: **Unit 2, Lesson 2, page 27, Exercise 5. Look and listen. Match the people to what they are good or bad at. Write D (Dalia), A (Aser) or S (Salma)**

Dalia: Hi, I'm Dalia. I'm good at playing football and making cakes. I'm bad at playing handball.
Aser is my brother. He's good at playing tennis and he's bad at helping me in the kitchen!
My sister's name is Salma. She's good at doing math. She's bad at tidying her room!

TR 1.15

Narrator: **Unit 2, Lesson 2, page 27, Exercise 6. Listen again and complete the sentences**

[repeat previous track]

TR 1.16

Narrator: **Unit 2, Lesson 3, page 30, Exercise 1. Complete with the words in the box. Then listen and check**

Narrator: 1
Speaker: football pitch
Narrator: 2
Speaker: karate suit
Narrator: 3
Speaker: tennis court
Narrator: 4
Speaker: swimming pool
Narrator: 5
Speaker: football boots
Narrator: 6
Speaker: tennis ball
Narrator: 7
Speaker: squash rackets
Narrator: 8
Speaker: swimming goggles

TR 1.17

Narrator: **Unit 2, Lesson 3, page 30, Exercise 2. Listen and match the speakers (A-E) to the photos in Exercise 1 (1-8). Some speakers match more than one photo**

Narrator: A
Boy 1: I love my sport – kicking a ball on a pitch is my favorite thing.
Narrator: B
Girl 1: Being in a swimming pool and doing this sport is the best thing for me. I feel like a different person.
Narrator: C
Boy 2: I like the way I can do lots of different moves. I like high kicks best. My suit for this sport is white.
Narrator: D
Girl 2: I love this sport because I'm very good at it. You play on a small court with walls all around. You have a small racket and you move very fast. You get really hot too.
Narrator: E
Boy 3: I think it's an awesome sport and I practice a lot in the summer. They have tennis courts in the park and I go there with my friends.

TR 1.18

Narrator: **Unit 2, Lesson 3, page 31, Exercise 3. Listen again and complete the sentences**

[repeat previous track]

TR 1.19

Narrator: **Unit 2, Lesson 4 page 32, Exercise 3. Listen and say. Then listen and write**

Narrator: 1
Speaker: neck

Narrator: 2
Speaker: cat
Narrator: 3
Speaker: sock
Narrator: 4
Speaker: doll
Narrator: 5
Speaker: fish
Narrator: 6
Speaker: sun

TR 1.21

Narrator: **Unit 2, Lesson 4 page 33, Exercise 5. Match the syllables to make words. Then listen and say**
Narrator: 1
Speaker: spider
Narrator: 2
Speaker: teacher
Narrator: 3
Speaker: robot
Narrator: 4
Speaker: paper

UNIT 3

TR 1.26

Narrator: **Unit 3, Lesson 1, page 45, Exercise 5. Listen, number, and draw**
Narrator: 1
Speaker: Youssef went to the shopping mall. He bought some striped pajamas.
Narrator: 2
Speaker: Nesma went to the park. She took a spotted umbrella.
Narrator: 3
Speaker: Amira went to school. She wore her striped uniform.
Narrator: 4
Speaker: Wael played in the rain. He wore a coat and a spotted scarf.

TR 1.28

Narrator: **Unit 3, Lesson 3, page 53, Exercise 8. Listen and number**
Narrator: 1
Girl 1: I went to town to buy a beautiful new dress for the party.
Narrator: 2
Boy 1: I got some cardboard paper to make my poster.
Narrator: 3
Boy 2: I searched on the internet to find the information for my homework.
Narrator: 4
Girl 2: I bought a scarf and gloves to keep me warm.

TR 1.30

Narrator: **Unit 3, Lesson 4, page 56, Exercise 2. Listen**
Speaker: Played. Played. I played football.
Walked. Walked. I walked in the park.
Tidied. Tidied. I tidied my room.

TR 1.31

Narrator: **Unit 3, Lesson 4, page 56, Exercise 3. Listen and write the verbs in the correct group**
Speaker: Ramy cleaned the windows /d/ /d/.
I lived in Cairo /d/ /d/.
We needed to leave /id/ /id/.
I studied English /id/ /id/.
I washed the car /t/ /t/.
I worked in Alexandria /t/ /t/.

TR 1.33

Narrator: **Unit 3, Lesson 4, page 57, Exercise 1. Think and write the numbers. Listen and check**
Narrator: 1
Speaker: Ten times ten equals a hundred.
Narrator: 2
Speaker: Thirty times twenty equals six hundred.
Narrator: 3
Speaker: Fifty times fifty equals two thousand, five hundred.
Narrator: 4
Speaker: Thirty-eight times twenty-four equals nine hundred and twelve.

REVIEW 1

TR 1.35

Narrator: **Review 1, Lesson 1, page 62, Exercise 1. Listen and point**
Narrator: 1
Speaker: beans
Narrator: 2
Speaker: pineapple
Narrator: 3
Speaker: chocolate
Narrator: 4
Speaker: pour
Narrator: 5
Speaker: mix
Narrator: 6
Speaker: squash
Narrator: 7
Speaker: football
Narrator: 8
Speaker: kung fu
Narrator: 9
Speaker: pajamas
Narrator: 10
Speaker: mountain
Narrator: 11
Speaker: swimming shorts
Narrator: 12
Speaker: sweater
Narrator: 13
Speaker: sunglasses
Narrator: 14
Speaker: necklace
Narrator: 5
Speaker: sneakers

TR 1.36

Narrator: **Review 1, Lesson 2, page 64, Exercise 1. Listen and circle**
Mom: Are you ready, Mariam? We need to buy a lot of things in town.

Mariam: Yes, I'm ready. Remember: I need some new sneakers.

Mom: Oh, yes, for your tennis lessons next week. I need to get food from the market too. We need oranges and carrots. Oh, and I also need to buy some new pajamas for Tarek. His are too small.

Mariam: Do we have time to go swimming today, Mom?

Mom: Not today, Mariam. But we can go on the weekend.

TR 1.37

Narrator: **Review 1, Lesson 2, page 64, Exercise 2. Listen again and answer**

[repeat previous track]

TR 1.38

Narrator: **Review 1, Lesson 2, page 65, Exercise 4. Listen and write the words you hear. Then match**

Narrator: 1
Speaker: tiger
Narrator: 2
Speaker: window
Narrator: 3
Speaker: grape
Narrator: 4
Speaker: spider
Narrator: 5
Speaker: egg
Narrator: 6
Speaker: lime
Narrator: 7
Speaker: robot
Narrator: 8
Speaker: cake

TR 1.39

Narrator: **Review 1, Lesson 2, page 65, Exercise 5. Listen again and tick the two-syllable words with long vowels**

[repeat previous track.]

TR 1.40

Narrator: **Review 1, Lesson 2, page 65, Exercise 6. Listen and write the verbs in the correct box**

Speaker 1: They enjoyed the play.
Speaker 2: She painted a picture.
Speaker 1: They boys played football.
Speaker 2: We stopped at the traffic light.
Speaker 1: Jana wanted an ice cream.
Speaker 2: He worked as a taxi driver.

UNIT 4

TR 1.45

Narrator: **Unit 4, Lesson 1, page 73, Exercise 4. Listen and check. Then listen and repeat**

Narrator: 1
Speaker: mountain
Narrator: 2
Speaker: lake
Narrator: 3
Speaker: waterfall
Narrator: 4
Speaker: forest
Narrator: 5
Speaker: coral reefs
Narrator: 6
Speaker: island

TR 1.48

Narrator: **Unit 4, Lesson 3, page 78, Exercise 3. Listen to Sherif. What is eco-tourism?**

Presenter: Hello, Sherif. Thank you for coming to talk to us. Sherif is a tour guide in Hurghada. Tell us about eco-tourism, please. What is it?

Sherif: Hello, Dalia. Eco-tourism is very exciting. It's tourism that looks after the environment and helps local people.

Presenter: How does it help the environment and people?

Sherif: Eco-tourists don't like to travel by plane because of the pollution planes cause. They travel by train, on foot, or by bike.

Presenter: I see. Where do they stay?

Sherif: They don't like big hotels. They stay in small, local hotels or pay to stay in people's houses.

Presenter: What do they do when they travel?

Sherif: They like to learn about local wildlife projects and local culture.

Presenter: Can you give me an example?

Sherif: Of course. Here in Egypt, we have some very nice projects in the Red Sea, preserving the coral reefs and the sea animals. Tourists come to the Red Sea and the guides tell them where they can dive and how they can be with the animals.

Presenter: That sounds very good! Thank you for your time, Sherif.

TR 1.49

Narrator: **Unit 4, Lesson 3, page 78, Exercise 4. Listen again and check the correct pictures. You can check more than one picture each time**

[repeat previous track]

TR 1.50

Narrator: **Unit 4, Lesson 3, page 79, Exercise 5. Listen and complete the sentences with words from the box**

Narrator: 1
Sherif: Eco-tourism is an exciting idea. It looks after the environment and helps local people.

Narrator: 2
Sherif: Eco-tourists don't like to travel by plane because of the pollution that planes cause.

Narrator: 3
Sherif: They stay in small, local hotels or pay to stay in people's houses.

Narrator: 4
Sherif: They like to learn about local wildlife projects and local culture.

Narrator: 5

Sherif: Here in Egypt, we have some very nice projects looking after the coral reefs.

Narrator: 6

Sherif: Tourists come to the Red Sea and the guides tell them where they can dive.

TR 1.51

Narrator: **Unit 4, Lesson 4, page 82, Exercise 1. Look and say. Then listen and repeat**

Narrator: 1

Speaker: strawberry

Narrator: 2

Speaker: string

Narrator: 3

Speaker: scratch

Narrator: 4

Speaker: screw

Narrator: 5

Speaker: throne

Narrator: 6

Speaker: throat

TR 1.52

Narrator: **Unit 4, Lesson 4, page 82, Exercise 2. Look and complete the words with the letters in the box. Listen and check. Then listen and repeat**

Narrator: 1

Speaker: screen

Narrator: 2

Speaker: street

Narrator: 3

Speaker: throw

Narrator: 4

Speaker: three

Narrator: 5

Speaker: strong

Narrator: 6

Speaker: scream

TR 1.53

Narrator: **Unit 4, Lesson 4, page 82, Exercise 3. Listen and write**

Narrator: 1

Speaker: throne

Narrator: 2

Speaker: throw

Narrator: 3

Speaker: scream

Narrator: 4

Speaker: string

Narrator: 5

Speaker: screen

Narrator: 6

Speaker: strawberry

TR 1.54

Narrator: **Unit 4, Lesson 4, page 83, Exercise 4. Listen and write. Then listen and repeat**

Speaker: The king sat on his throne eating strawberries on a string. He was scratching his throat. He heard a scream.
A strong man came to help.

UNIT 5

TR 1.60

Narrator: **Unit 5, Lesson 1, page 93, Exercise 3. Listen and repeat. Then match the words to their descriptions**

Speaker: doctor
craftsman
trader
scribe
hieroglyphs

TR 1.61

Narrator: **Unit 5, Lesson 1, page 93, Exercise 4. Now listen and check**

Narrator: 1

Speaker: scribe
People with this job were very important in Ancient Egypt. They could write everything down. They kept records and lists for important things.

Narrator: 2

Speaker: trader
People who did this job traveled up and down the Nile. They bought and sold things like gold, wood, linen, and grains.

Narrator: 3

Speaker: craftsman
If you were good at making things, this was a good job for you. People with this job made things from clay, wood, and gold.

Narrator: 4

Speaker: hieroglyphs
A system of writing which consisted of about 500 signs, written in rows and columns. People used it in Ancient Egypt.

Narrator: 5

Speaker: doctor
Both men and women could do this job, too. You had to go to medical school to have this job. You had to look after people who were ill and make medicine.

TR 1.66

Narrator: **Unit 5, Lesson 4, page 104, Exercise 1. Listen and repeat**

Speaker: /aʊ/
down
town
/aɪ/
why
light
/ɔɪ/
boy
enjoy

TR 1.67

Narrator: **Unit 5, Lesson 4, page 104, Exercise 3. Listen and check. Then listen and repeat**

Speaker: /aʊ/
brown
loud
mouse
/aɪ/
buy
eye
try
/ɔɪ/
noise
point
toy

TR 1.68

Narrator: **Unit 5, Lesson 4, page 104, Exercise 5. Listen and check. Then listen and repeat**

Narrator: 1

Speaker: She's a biologist.

Narrator: 2
Speaker: She's a journalist.
Narrator: 3
Speaker: He's a receptionist.
Narrator: 4
Speaker: She's a pianist.
Narrator: 5
Speaker: He's a scientist.

UNIT 6

TR 1.69

Narrator: **Unit 6, Lesson 1, page 112, Exercise 3. Listen and circle. What are they talking about?**
Weatherwoman: Good morning, everyone! I'm bringing you the news of the weather in Egypt today. It's going to be rainy in Cairo.
Presenter: Rainy in Cairo? How often does it rain in Cairo? It's always sunny there!
Weatherwoman: I know, but today it's rainy.
Presenter: What about Sharm El-Sheikh?
Weatherwoman: It's never very cold in Sharm El-Sheikh, but today we have some ice.
Presenter: I don't believe it! What about Alexandria?
Weatherwoman: It's going to be windy. That's normal – it is sometimes windy in Alexandria.
Presenter: Well, thank you. And, finally, what about Luxor?
Weatherwoman: Oh, this is very important: Luxor is going to have a storm, so stay at home!

TR 1.70

Narrator: **Unit 6, Lesson 1, page 112, Exercise 4. Listen and draw weather symbols like the ones in Exercise 2.**

[repeat previous track]

TR 1.71

Narrator: **Unit 6, Lesson 1, page 113, Exercise 5. Listen again and complete the table**

[repeat previous track]

TR 1.74

Narrator: **Unit 6, Lesson 4, page 120, Exercise 2. Listen and repeat the words in Exercise 1**
Narrator: 1
Speaker: bull
Narrator: 2
Speaker: pull
Narrator: 3
Speaker: bear
Narrator: 4
Speaker: pear
Narrator: 5
Speaker: beach
Narrator: 6
Speaker: peach
Narrator: 7
Speaker: bee
Narrator: 8
Speaker: pea

TR 1.75

Narrator: **Unit 6, Lesson 4, page 120, Exercise 3. Listen and circle the word you hear. Then listen and repeat**
Narrator: 1
Speaker: pea
Narrator: 2
Speaker: bull
Narrator: 3
Speaker: bear
Narrator: 4
Speaker: peach
Narrator: 5
Speaker: bee
Narrator: 6
Speaker: pull
Narrator: 7
Speaker: pear
Narrator: 8
Speaker: beach

TR 1.78

Narrator: **Unit 6, Lesson 4, page 121, Exercise 6. Listen and write. Then read aloud**
Speaker: He was climbing on an island with his two cats. He fell onto a beach and hurt his wrist. But he was very lucky – he had a knife, so he could make a bandage and write a message in the sand. Two hours later, people came to save him!

REVIEW 2

TR 1.80

Narrator: **Review 2, Lesson 1, page 128, Exercise 1. Listen and point**
Narrator: 1
Speaker: waterfall
Narrator: 2
Speaker: reporter
Narrator: 3
Speaker: sneakers
Narrator: 4
Speaker: lake
Narrator: 5
Speaker: rainbow
Narrator: 6
Speaker: cloudy
Narrator: 7
Speaker: dentist
Narrator: 8
Speaker: mountain
Narrator: 9
Speaker: snow
Narrator: 10
Speaker: scientist
Narrator: 11
Speaker: island
Narrator: 12
Speaker: ice
Narrator: 13
Speaker: river
Narrator: 14
Speaker: grasshopper
Narrator: 15
Speaker: forest

TR 1.82

Narrator: **Review 2, Lesson 2, page 131, Exercise 5 Listen and write the words you hear. Then match**
Narrator: 1
Speaker: strawberry
Narrator: 2
Speaker: throw
Narrator: 3
Speaker: street
Narrator: 4
Speaker: three
Narrator: 5
Speaker: strong
Narrator: 6
Speaker: screen
Narrator: 7
Speaker: eye
Narrator: 8
Speaker: town
Narrator: 9
Speaker: boy
Narrator: 10
Speaker: loud

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Shutterstock / somdul p13 pistachios; Shutterstock / Jr images p13 watermelon; Shutterstock / Napalai Studio p16 and p65 cake; Shutterstock / JIANG HONGYAN p16 fava bean; Shutterstock / Palokha Tetiana p16 and p65 grape; Shutterstock / DW labs Incorporated p16 candy; Shutterstock / Pineapple studio p16 and p65 egg; Shutterstock / Davydenko Yuliia p16 limes; Shutterstock / baibaz p16 milk; Shutterstock / Pixel-Shot p16 and p32 and p56 and p82 and p104 and p120 girl; Shutterstock / Red Fox studio p17 and p29 and p57 and p80 and p105 and p122 girl; Shutterstock / Tanya Stolyarevskaya p18 cake; Shutterstock / FamStudio p18 and p62 whisking mix; Shutterstock / Gary Perkin p19 weighing butter; Shutterstock / ffolas p19 and p62 pouring milk; Shutterstock / Andrii A p19 oven; Shutterstock / Mangostar p19 mixing ingredients; Shutterstock / Tob1900 p19 boiling water; rifotoproducto p19 cutting; Shutterstock / Stanislav71 p19 grape leaves; Shutterstock / Prostock-studio p20 girl; Shutterstock / chomplearn p20 and p38 and p60 and p88 and p108 and p126 boy; 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Deeds p79 Siwa Oasis Tourism; Shutterstock / Ikonya p81 Fibonacci; Shutterstock / Laugesen Mateo p81 boy (left); Shutterstock / Maks Narodenko p82 and p131 strawberry; Shutterstock / Andrey Esin p82 string; Shutterstock / noreefly p82 scratch; Shutterstock / Konjushenko Vladimir p82 screw; Shutterstock / RonTech3000 p82 throne; Shutterstock / narikin p82 throat; Shutterstock / Photoongraphy p83 milk; Shutterstock / Africa Studio p83 cake; Shutterstock / Nikolaeva Galina p83 chocolate; Shutterstock / Lukas Gojda p83 ice skater; Shutterstock / Top Photo Corporation p83 lake; Shutterstock / MidoSemsem p83 beans; Shutterstock / V.Vanacore p83 belt; Shutterstock / Galyna Andrushko p83 and p133 mountain; Shutterstock / H_Ko p83 sneakers; Shutterstock / B. Aphotography p86 Sinai camp; Shutterstock / Rania Hegazi p86 Nawamis; Shutterstock / schusterbauer.com p87 person; Shutterstock / Vlad61 p87 fish; Shutterstock / A.Pushkin p87 Nawamis; Shutterstock / Patrick Daxenbichler p87 hut; Shutterstock / Bill45 p87 scuba diver; Shutterstock / Pixel-Shot p88 boy with sign; Shutterstock / Senderistas p91 farmer; Shutterstock / Juraj Vitko p92 Temple of Hatshepsut; Shutterstock / p93 girl; Getty Images / Didier Chowanek / 500px p95 rocks; Shutterstock / Bary Berghmans p95 spider; Shutterstock / oatawa p95 sand; Shutterstock / C Scott p95 water; Shutterstock / Focused Adventures p95 fish; Shutterstock / Catarina Dias / EyeEm p95 sunlight; Shutterstock / Raymond Barnes p95 seaweed; Shutterstock / Peter Gudella p95 tree; Shutterstock / Darkdiamond67 p95 insect; Shutterstock / Gelpi p95 and p99 and p103 and p107 and p108 girl; Shutterstock / Teo Tarras p96 forest; Shutterstock / Solarisys p96 sea; Shutterstock / Kleber Cordeiro p98 girl; Shutterstock / Anton_Ivanov p98 Abu Simbel; Shutterstock / Ahmed.moustafa p99 Aswan Botanical Garden; Shutterstock / FabianIrwin p99 Kamak Temple; Shutterstock / Nestor Noci p99 Temple of Philae; Shutterstock / doleesi p99 Abu Simbel; Shutterstock / nwdph p101 hippo; Shutterstock / Pixel-Shot p104 boy; Shutterstock / Budimir Jevtic p104 biologist; Shutterstock / New Africa p104 journalist; Shutterstock / New Africa p104 receptionist; Shutterstock / Dean Drobot p104 pianist; Shutterstock / Thinnapob Proongsak p104 scientist; Shutterstock / Atmorskaya p105 pie; Shutterstock / Ground Picture p106 woman; Shutterstock / Kues p106 man; Shutterstock / New Africa p107 boy; Shutterstock / YAKOBCHUK VIACHESLAV p108 science experiment; Shutterstock / wavebreakmedia p108 football; Shutterstock / Roman Samborskyi p108 cooking; Shutterstock / SpeedKingz p108 concert; Shutterstock / Creation p109 stop sign; Shutterstock / Alexey Pushkin p109 phone sign; Shutterstock / Walther S p109 wash sign; Shutterstock / petch one p109 no turn sign; Shutterstock / Lubo Ivanko p109 silent sign; Shutterstock / Standard Studio p109 no bike sign; Shutterstock / AlexAnton p111 Nile; Shutterstock / Studio-M p112 cloud; Shutterstock / ND700 p112 and p133 rain; Shutterstock / Anton_Ivanov p112 snow; Shutterstock / Krieng Meemano p112 and p133 rainbow; Shutterstock / Mihai Simonia p112 and p133 lightning; Shutterstock / behindlens p112 wind; Shutterstock / AlinaMD p112 sun; Shutterstock / Valentyn Volkov p112 and p128 ice; Shutterstock / Vector Tradition p112 and p127 weather icons; Shutterstock / paffy p112 umbrella; Shutterstock / Sweet Honey p112 map; Shutterstock / Seqoya p113 camels; Shutterstock / Hazem omar p113 park; Shutterstock / Rawpixel.com p114 boy; Shutterstock / Minerva Studio p114 tornado; Shutterstock / Willyam Bradberry p114 wave; Shutterstock / Elizaveta Galitckaia p114 storm; Shutterstock / Omer koclar p114 sandstorm; Shutterstock / michelmond p114 flood; Shutterstock / leolintang p114 heatwave; Shutterstock / S-F p115 woman; Shutterstock / Rashad Ashur p117 book; Shutterstock / Farah Sadikhova p117 shower; Shutterstock / Vdant85 p117 clock; Shutterstock / matsabe p117 shawerma; Shutterstock / AVIcon p117 grandmother; Shutterstock / iconsessions p117 computer; Shutterstock / Gravity design p117 strawberry; Shutterstock / ductru p117 food; Shutterstock / dimensi_design p117 football; Shutterstock / Nano99 p117 controller; Shutterstock / linear_design p117 pot; Shutterstock / Pixelz Studio p117 washing machine; Shutterstock / Lili Wave p117 tree; Shutterstock / Vectorslab p117 homework; Shutterstock / p117 speech bubble; Shutterstock / M. Farouk p118 background; Shutterstock / Maks Narodenko p119 bananas; Shutterstock / John Shutter p119 bag; Shutterstock / cristi180884 p119 silver; Shutterstock / Anton Starikov p119 milk; Shutterstock / Leifr p119 copper; Shutterstock / safakcakir p119 nuts; Shutterstock / Lim Yong Hian p119 eggs; Shutterstock / Good luck images p119 cans; Shutterstock / Godlikeart p119 wood; Shutterstock / hvoya p119 cotton; Shutterstock / Gajus p119 soil;Shutterstock / jessicahyde p119 forest; Shutterstock / Africa Studio p119 gold; Shutterstock / kornwa p119 water; Shutterstock / Maks Narodenko p120 pear; Shutterstock / pjmorley p120 pea; Shutterstock / Sanit Fuangnakhon p120 bull; Shutterstock / Tim UR p120 peach; Shutterstock / irin-k p120 bee; Shutterstock / Romolo Tavani p120 beach; Shutterstock / David Pahmp p120 rope; Shutterstock / volkova natalia p120 bear; Shutterstock / Photo Volcano p121 climb; Shutterstock / NATURE FOOD p121 two; Shutterstock / Stas Knop p121 hour; Shutterstock / Adel Newman p121 and p128 and p133 island; Shutterstock / LUISMARTIN p121 knife; Shutterstock / MakDill p121 write; Shutterstock / Arinchawit Jit p122 ruler; Shutterstock / antoniodiaz p122 girl; Shutterstock / ben Bryant p122 scales; Shutterstock / Rawpixel.com p122 boy (top); Shutterstock / TheVisualsYouNeed p122 boy (bottom); Shutterstock / wavebreakmedia p123 boy; Shutterstock / chinahbzyg p124 flood; Shutterstock / Huntstyle p124 tornado; Shutterstock / freedomnaruk p124 drought; Shutterstock / KeremGogus p126 houses; Shutterstock / christianthiel.net p126 flood; Shutterstock / Anton_Ivanov p127 Antarctica; Shutterstock / YuziS p128 waterfall; Shutterstock / Krakenimages.com p128 journalist; Shutterstock / AerialVision_it p128 lake; Shutterstock / Jaroslav Bartos p128 rainbow; Shutterstock / Gino Santa Maria p128 man; Shutterstock / Bernhard Staehli p128 glacier; Shutterstock / Daniel Prudek p128 mountain; Shutterstock / leungchopan p128 woman; Shutterstock / studio529 p128 sky; Shutterstock / Curioso.Photography p128 river; Shutterstock / DiBtv p128 grasshopper; Shutterstock / Barbara Strelar p128 forest; Shutterstock / p128 boy (left); Shutterstock / p128 boy (right); Shutterstock / Zurijeta p129 farmer; Shutterstock / New Africa p129 journalist; Shutterstock / Roquillo Tebar p129 nurse; Shutterstock / Prostock-studio p129 teacher; Shutterstock / Drazen Zigic p129 chef; Shutterstock / Prostock-studio p129 driver; Shutterstock / ND700 p129 whiteboard; Shutterstock / Dobrovizcki p129 tractor; Shutterstock / Giovanni Love p129 car; Shutterstock / James Steidl p129 stethoscope; Shutterstock / photastic p129 notepad; Shutterstock / mirageart p129 pans; Shutterstock / Ikonya p130 Aesop; Shutterstock / Solar.Garia p130 plane; Shutterstock / Aluna1 p130 boat; Shutterstock / Avgust Brut p130 bike; Shutterstock / Laia Design Lab p130 house; Shutterstock / GermanVectorPro p130 speedboat; Shutterstock / AlexLB p.131 throw; Shutterstock / Krakenimages.com p131 shout; Shutterstock / sakkmesterke p131 game; Shutterstock / Zurijeta p131 boy; Shutterstock / Arnold.Petersen p131 skyline; Shutterstock / Oleg Gekman p131 eye; Shutterstock / HstrongART p131 three; Shutterstock / Krakenimages.com p131 man; Shutterstock / Tartila p132 weather icons; Shutterstock / Juergen Faelchle p133 sunlight; Shutterstock / Photo Volcano p133 climber; Shutterstock / BearFotos p133 chef; Getty Images / Jasmin Merdan p133 doctor; Shutterstock / Asia Images Group p133 teacher; Shutterstock / RagabGamal p133 farmer; Shutterstock / Quintanilla p134 drought; Shutterstock / Jon Rehg p134 flood; p134 soil-less agriculture in Egypt; Shutterstock / neme_jimenez p137 sign; Shutterstock / Pascale Gueret p137 and p149 gecko; Alamy Stock Photo / blickwinkel p137 and p149 and p150 lizard; Shutterstock / Alexandre Laprise p137 reptiles; Shutterstock / GoodFocused p137 iguana; Shutterstock / hermitis p137 rock; Shutterstock / marinakarpenko p137 and p149 hamster; Shutterstock / Heidi_J p149 cat; Shutterstock / seasoning_17 p149 tortoise; Shutterstock / New Africa p149 fish; Shutterstock / Worraket p149 snake; Shutterstock / Roselynne p149 rabbit; Shutterstock / Gelpi p153 girl (left); Shutterstock / Gelpi p153 (right); p154 girl with headphones.